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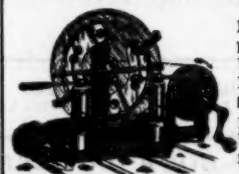
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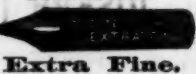
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The SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

EDWARD EVERETT HALE'S address last week, before the Public Education Society of this city, was very radical, but it was also very truthful. Those who are opposed to making any change in our system will not agree with him at all, and most of those who are in favor of changes will dissent from some of the points he made. He seems to think that the old-time country school was better than any new-time city school. Here he is wrong. Not all city schools are bad, and very few of the old country schools did much good. He also seemed to forget that few pupils attended school a hundred years ago, compared with to-day. Our Revolutionary fathers would have been appalled if the question of universal education, had been presented to them as it is presented to us. They had no such conception of education as we have. The problem of education to-day is one thing, and the problem in 1789, quite another. Scattering farms and small villages, with two or three cities, was about all there was of us at the close of the war

of the Independence. The questions of last century and of this are two and distinct. We must keep this in mind in discussing educational reform. We thought Dr. Hale mixed them a little. But the points he made were capital.

DR. HALE made the following points:

We prepare students now for examination, not for life. The main business of a school is to fit children to live.

The present school system has bred the dangerous practice of requiring pupils to study after school hours.

Sweden is a hundred years ahead of us in teaching manual training.

We could with great advantage return to the old method of teaching children more at home and less at school.

Girls have so much to study in school that they have no time to make up their own beds at home, or learn how to cook. It is now proposed to teach them in school how to make beds, and how to sew and cook at home.

Schools should not teach a mass of knowledge, but how to acquire knowledge.

School machinery is not for the purpose of exhibiting its beauty or perfection, but to train pupils to become men and women.

The last war was not carried on to supply the hospitals with patients, but to get men to the front. Children are not created for the purpose of filling our schools; but to become men and women. Children do not exist to keep the schools going and maintain the system.

The most practical training children get is after they leave school; we should give the most practical part of an education to children before they leave school.

IN the address of the Rev. Dr. Schauffler, at the anniversary exercises of the Union Theological Seminary, New York, this week, on "The Ideal Sunday-School," he said that he believed in machinery, well oiled, but out of sight. He would make the pastor the leader, and he would have teachers' meetings maintained in so interesting a manner, that teachers will enjoy attending them, and learn how to teach. He would not have the pastor deliver a lecture, nor would he make it a debating society, or a flirtation club. The Socratic method of questions and answers is the ideal one for conducting this meeting. This practical advice will apply as well to public school teachers as to those in Sunday-school work, for teaching is always and everywhere the same. The true teacher is known by certain signs which always hang out whenever he appears. They leave permanent impressions, but it is a sad fact that they are not always for good.

THERE are three or four great story papers published in this city, each one of which has an average circulation of about 150,000 copies weekly. The publishers of these papers are reaping golden harvests, because they supply a want the people demand shall be supplied. The average man or woman will read what he likes to read, no matter whether the moral tone of the reading be low or high. His appetite demands satisfaction. The educational force these papers exert is beyond all calculation. It is safe to say that it is far more powerful than all the churches and schools combined. When the average boy or girl leaves school at the age of thirteen, school-books are thrown on the top shelf of a dusty closet, and the sensational weekly is subscribed for. Why cannot school-books be made as interesting as novels? Is there any reason why they are not? We do not be-

lieve there is. There is nothing innate in arithmetic to make it dry as old chips. Old sermons and old text-books are sold by the ton each year at from three to five cents a pound; but an old dilapidated love story, with a little blood and thunder attachment, brings from ten to fifteen cents a copy. The old-fashioned spelling-book, arithmetic, and geography were so dry that children looked upon them with wholesome disgust; but a change has begun. The firm that brings out school-books as interesting as love stories, will reap a golden harvest. These books will introduce themselves just like *tutti-frutti* gum. The children will cry for them. Just think of it! Children crying for a new arithmetic as they cry for candy!

THE death of COUNT DEMETRIUS TOLSTOI, the late

Russian minister of the interior, takes from the world the most unpopular man in all Russia. With Count Schouvaloff, he agreed that to stop the yearning among the people for liberty, the dissemination of knowledge must be stopped, and instruction made a luxury, attainable only by the rich. He adopted a shrewd method of accomplishing his object. This was to declare himself an ardent follower of the English educational system; so he placed all the intermediate schools of the empire on a classical basis, and required the almost exclusive teaching of Greek and Latin. A full course in Latin and Greek studies was necessary before any student could be admitted into the high schools. Since there were no classical teachers to speak of in any of the colleges, this sudden change was demoralizing to the students. But that was precisely what Tolstoi looked for. *The students were overburdened with studies*, which, conducted by incompetent teachers were fruitless, and produced the result of confusing their young minds, and unfitting them for intellectual work. At the same time instructions were given to conduct the examinations with relentless rigor. Every school became a torture chamber, and young Russia was daily put to the rack. Tolstoi at the same time did all he could to stop the primary instruction of the people. He kept up his peculiar system for nearly fourteen years, and as an aid to his scheme he endeavored to establish a stupendous system of espionage. He privately directed all teachers and professors to watch their scholars, and these were encouraged to watch their parents and friends.

There is a great deal to be learned from the methods of this enemy of the liberties of the people, which we will do well to notice. Let us see what they are.

He made instruction classical, and overburdened the schools with studies. He made examinations excessively severe, and encouraged teachers to watch their pupils, thus destroying manhood and the growth of independent self-respect. By such methods do tyrants bind the chains of oppression upon their unhappy victims.

DUGALD STEWART, says that "the doctrine of latent ideas in the mind previous to the exercise of the senses, cannot be guarded against with too great caution," and Dr. HUTCHESON distinctly says that "it is the province of the sense to introduce ideas into the mind." Leibnitz declared that "there is nothing in the mind which was not in the senses, except the mind itself." By this he means that we have original capacities, ready to receive what the senses give them. Will George P. Brown of Illinois, read and reflect upon these statements? We hardly think he is ready to disbelieve the conclusions of these eminent thinkers. The world has pronounced them wise men, and we do not believe the world has been mistaken.

RUSHING THINGS.

We are rushing things these days. In commercial centers, the motto is "Hurry up!" Thousands are trying to crowd two days into one and succeeding. The speed of trains is pushed to the utmost limit of decent safety. One wire is made to send four and six messages at one time. Electric light prolongs the working day to twenty-four hours. Food is concentrated and whisky kills in half the time it used to. We are born in haste, die in a hurry, and are buried on double-quick time. Everywhere we hear, "Hurry this along," "Don't detain me," "Noli me tangere, I must rush ahead." No expense has been spared to provide the swiftest and most sumptuous ocean ships. The superb new steamship, the City of Paris, of the Inman Line, has now surpassed all previous triumphs in the magnificent series of transatlantic races that have been going on. The whole world has watched the breathless rivalry between the majestic thoroughbreds of the deep with eager interest. Now this ship has beaten the six days limit, making the trip in five days, twenty-three hours, and seven minutes, the fastest time on record. Everybody is saying just now in this city, "What a superb and superlative sort of a boat is this City of Paris!" Why? Because she has beaten the record. Isn't that reason enough for a rushing man to-day? Five days across the Atlantic and three days from New York to San Francisco is what everybody is praying for in New York. So everybody is saying: "Build larger and stronger engines, put on the pressure, shovel in the fuel, carry more, hurry faster, and reduce the rates." This is the spirit of the times. Fast horses, fast trains, fast boats, fast mills, larger and faster papers, faster sermons and services, faster theaters, and faster men and women. So we go.

But how is it in education? We have crowded our courses of study until the limit seems to be reached. The people demand "more education" which means more cramming. The number of subjects taught in an ordinary school would appall an old-timer. Look at the ologies, and well may we wonder how one poor head can hold all our children are obliged to study! But a healthy reaction has commenced, and we predict that in the future the question will not be *how much*, but *how well*, can I teach. A better comprehension of what educational processes mean is leading to wiser practice. We shall get back to the old-time leisure with our new-time methods.

"MY NATIVE LAND."

We are sorry for the school that did not become electrified and enthused during the last week in April. Next to God and home is our native land. God bless her! She is the best land the sun ever shone upon, or oceans ever washed! Her resources are immense. Her people are virtuous, happy, and prosperous. Want and distress are speedily relieved, and everywhere the public school opens its doors to all the children. It is a crime to grow up in ignorance in the United States of America. And then, we have freedom—not lawlessness and anarchy—but freedom. No titled, hereditary aristocracy hold the balance of power and make our laws. Each freeman is a nobleman, and has an opportunity to make the laws. And then look at our history! It is grand. No other nation has one like it. We rejoice in our land! The longer we live in it, the purer and sweeter grows our reverence and love for it! Long may the Stars and Stripes wave over the land of the free and the home of the brave! One land—not two. Let us thank God for this! Our flag should be to every child in our country the emblem of all that is great and good. *It should be loved for what it represents, just as we love the pictures of absent friends.*

OUR FLAG.

There isn't a handsomer ornament for the school-room than the American flag. It makes an admirable object lesson, for it is full of history. Some other flags with broad bands of color, like the French or German, are more striking at a distance, but they won't stand a near view like the Stars and Stripes. The French flag is, however, a very pretty one, and there are much less handsome flags than the German, though the band of black in it gives it a rather too somber air. The British flag is not bad, and the Mexican, Russian, and a dozen others are very pretty. Even the Chinese, last week floated proudly in Mott street, with its great yellow triangle and aggressive dragon. But ours is the prettiest national banner that floats on the breeze. Three cheers or the red, white and blue!

THE BEST TEACHERS FOR THE LOWEST GRADES.

Under this title Supt. Poland, of Jersey City, writes a few telling sentences in his recent report. He says:

"Knowing where the great mass of pupils are taught, can any one doubt the wisdom of appointing the best teachers to the lowest grades? It has been often asserted that it takes too long to fit young ladies to become teachers; that the four years in the high school and the subsequent one-half year in the training school, inflict too great a hardship upon those parents who have to support their daughters while they are being educated to become teachers.

"Which is better to impose upon the parent the support of his daughter for a year or two longer, or to impose an incompetent teacher upon children whose only opportunity to get an education is limited, in the majority of cases, to less than two and a-half years, and in many cases to only a few months?"

This question is an unanswerable argument. Supt. Poland has hit the nail squarely on the head. The interests of children are immeasurably superior to that of the personal advantage of parents. No teacher should be appointed on account of individual interests, and the very best should be given to the very youngest.

EDITORIAL CORRESPONDENCE.

On last Sunday at the Central church, after Prof. Swing had stated the needs of the schools connected with the church, Col. Parker was introduced and gave a short address, showing the importance of industrial training in such schools. He had too brief a time to develop his discourse in accordance with his plan, and the colonel always plans largely, you know; still he made a good impression on the large audience, in behalf of manual training.

On Saturday the Cook Co. Teachers' Association met and was addressed by the colonel on "Horace Mann." He sketched the boyhood, education, and life-work of the eminent educator by presenting telling points, and then expanding them. It was a very powerful discourse. Of course the "thirty-one Boston masters" came in for castigation. "Their glory never shall fade." And why not castigate them? Many are the boys on whom their straps have descended. W. T. Adams said, "If I left out a word of my lesson, I knew I was sure to have a flogging." So now let the floggers have their turn.

Col. Parker is doing a splendid work for Cook county; his teachers are eagerly sought for, and give great satisfaction to the people. He has lately given much time and study to the subject of relief maps; those I inspected seem to have reached perfection. I can see great additions have been made to the library and apparatus. Among this latter is a valuable cabinet of newspaper clippings, classified into subjects, and made available to the students. It is worth while to visit this school to see the great use made of objects and objective methods. For example, the little ones in the primary class brought in objects to represent in colors, one boy having a crab's claw. Then others brought in leaves. One class had a craw-fish moving about on the table.

Chicago is growing not only in size, but in its conception of what is meant by the term education. The Superintendents' Educational Association, in March last, debated somewhat the question, What is education? Manual training (so-called) has not yet entered the public school system, except the high school, but the whole public mind is aroused. There are various schools introducing manual training, especially the schools carried on by churches; some of these are making extraordinary exertions in this direction. The Sunday-schools directed by the Central church number over 6,000 pupils, and these have introduced the plan of a session on Saturday for employing some forms of doing. The teachers of these schools met twice a week to be instructed by Miss Josephine Locke; she gives lessons in drawing, and clay-modeling, and is a most admirable teacher.

The Norwood schools are an experiment in this direction of the noblest kind. At Norwood is a farm and each denomination has a cottage where children are sent to be taught and trained. While I have not visited this beneficent institution, I am satisfied by much testimony that the plan of training these children by modes of doing is working out admirable results.

On Wednesday I visited the Cook county normal school, and found Col. Parker giving instruction in geography. It is an interesting thing to witness his effort to educate; the subject of study is always secondary. Accuracy of statement, clearness of expression, are aimed

at. Neither the glib students, nor the strong memorizers meet with his approval. In the afternoon the students entered upon their "Practice Work," that is, the normal students were set to teach the forty classes into which the public school and kindergarten is divided. Each class is taught by one who has been trained; with her are two others who are being trained, and who will soon try their hands. They learn here to teach by teaching. Now it may not seem to be a pertinent question, but I will ask it. How many normal schools really teach teaching in this rational way? My experience has been that the vast number look mainly at the subjects: they cram the would-be teachers with knowledge of arithmetic, geography, etc., and do not do that in a first-classway, either.

The "Practice Work" here is what gives Cook county normal school its well-earned celebrity. I can see a great advance has been made since I was here before; it is now in a well-organized form. The students plan out the lessons they are to give; they meet those who come under them to learn teaching, and discuss the reasons, the why and the wherefore of methods employed. They criticise the methods of the new teacher and help her on to success.

I met Dr. Champlin, who is a member of the board, and who with far-sightedness fixed upon Col. Parker, and has been his earnest champion. He informs me that the normal school has more than met the expectations of the public, and that it has changed the entire current of teaching in the county and city. Its graduates meet with success and favor.

But this work is wearing upon Col. and Mrs. Parker. They both need a year of rest, and I hope will get it. I note the rapid up-building of this portion of Chicago.

Chicago.

A. M. K.

THE NEXT COMMISSIONER OF EDUCATION.

The name of DR. NICHOLAS MURRAY BUTLER has been mentioned among the prominent candidates for U. S. commissioner of education, but owing to the important work on his hands, he has felt himself compelled to decline being considered a candidate for this office. Last week he addressed the following letter to the President:

New York City, May 10, 1889.

HON. BENJAMIN HARRISON,
President of the United States,
Washington, D. C.

SIR:—It has recently come to my attention that certain enthusiastic friends in various parts of the country, have united in urging upon you my name as a candidate for the office of commissioner of education. Permit me to take this early opportunity of assuring you that I am in no sense a candidate for the office, and do not wish to have my name considered in connection with it. It would give me much greater pleasure, if any change is to be made, to have the privilege of uniting with others in suggesting to you, and to the secretary of the interior, the names of a few gentlemen from different sections of the country, any one of whom would make an able and intelligent head of the National Bureau of Education. I cannot conceal from you the anxiety which some of the best friends of educational progress feel, lest candidates of no special merit may receive undue consideration as candidates for this position, because of the energy and influence of their supporters. It will give a great stimulus to the teachers of the United States, if a wise, scholarly, and progressive man, who is thoroughly identified with the cause of public education, shall be called by you to the headship of this important bureau.

I have the honor to be,

Very respectfully yours,

NICHOLAS MURRAY BUTLER.

These suggestions are sensible, and we hope will be carefully considered by President Harrison. No educational office should be partisan. The best teacher in the Union should be made commissioner of education. If a "wise, scholarly, and progressive man," is appointed, the JOURNAL will rejoice to give him its hearty support. It would be a public calamity to put as the representative of national education a narrow partisan, or an ignorant conservative. We do not expect any commissioner to consult the JOURNAL in reference to his acts; but we do expect that he will consult those who have at heart the best interests of all grades of educational work. *He must be progressive.* This is a *sine qua non*. The teachers of the United States will not co-operate with any one who is not willing to move on towards better things for them in the future. There is hard work to be done, and we want a man with heart and head enough to do it.

In the proposed Williamson industrial school, the college system with a central organization building will probably be adopted. The trustees are now examining some of the most prominent schools of the country, in order to get suggestions. This is only one item in the progress of "real" education. Straws show which way the wind blows.

Dr. J. W. DICKINSON has secured an able corps of assistants for the pedagogical department of Chautauqua next summer. Former members will be glad to note that there has been little or no change made in the personnel of instruction. Dr. Dickinson will conduct his class as usual, dealing with pedagogical principles, which will afterward be applied by Mr. G. I. Aldrich, superintendent schools, Quincy, Mass., to arithmetic, geography, reading, and languages, and by Mr. A. C. Boyden, superintendent schools, Bridgewater, Mass., to chemistry, botany, zoology, geology, and history. Dr. Wm. N. Hailmann, the distinguished kindergarten teacher, will give one course of lectures on the "History of Education," and another on "Elementary Education." Miss E. Hailmann, the doctor's daughter, will conduct a model kindergarten class during the entire session of the retreat. Miss Abby E. White, of Providence, R. I., will give lessons in industrial drawing; Mr. C. R. Wells in penmanship and business forms; Prof. E. A. Spring, in clay modeling; and Miss Mary B. Dennis, in elementary science. There will also be exhibitions of kindergarten work, and simple apparatus for illustrating elements of chemistry, physics, and geography. Prof. J. T. Edwards will give a valuable course in physics and chemistry, and Prof. W. D. McClintock teaches classes in English, and in the critical study of a Shakespearean drama.

THE boys of the public schools of this city have received the medal promised to the company showing the best order and discipline in the recent Washington Centennial celebration. This is a great conquest for which we heartily congratulate the superintendents, principals, teachers, and pupils of our schools. It is proposed to award the prize in public, perhaps in Madison or Union Square. This is a good suggestion.

MANY of our subscribers have sent us "Ten Qualifications of a Good Superintendent." These communications are thankfully acknowledged and shall appear in the order in which they were received, as soon as possible.

MANY notices of educational meetings do not reach us until after they have been held. Will our friends send them sooner? It is cold comfort to get an invitation to dinner after it has been eaten.

MEMORIAL DAY is near by. Look up some suggestions in the JOURNAL for May 4. They are good.

THE last day of school is at hand, and Closing Exercises will be in demand. The JOURNAL as usual will supply the want. Our readers may expect something good.

EVERY school district in this country should own an American flag, and on all public holidays it should be conspicuously displayed.

A LOVE of country is next in duty and sacredness to the love of God and home.

THE President has appointed as superintendent of Indian schools the Rev. Daniel Dorchester, D.D., of Boston. The salary is \$4,000, with traveling expenses, and the first trip laid out is a fine summer journey to Alaska. It is said that this appointment was made at the suggestion of Col. Elijah Halford. Dr. Dorchester has recently been very active in conducting the prohibition campaign in Massachusetts. We are not informed as to his educational work in the past.

SUPT. WILL S. MONROE was the chief instructor at the annual institute of the teachers of Plumas county, California, held at Quincy, May 13 to 15. Besides giving an evening lecture, he discussed reading and thought-getting, geography and sand-modeling, manners and morals, what teachers should read, conducting a recitation, and general exercises.

THE "lecturer" on pedagogy in the University of the City of New York, begs leave to correct his esteemed cotemporary, the Rev. A. E. Winship, of Boston, in reference to the Hon. Andrew S. Draper's former occupation. He was a teacher, and a successful one too. It was Mr. Winship's privilege to "call a halt," to the effect Supt. Balliet's address made at Washington, when he most correctly claimed that a school superintendent should have been a successful and practical teacher. This is Judge Draper's best qualification. He knows

what school-room needs are by experience in it. No paper has commended his great work in more emphatic sentences than ours, but not because of his want of experience, but on account of it. Mr. Winship must select another eminent example with which to clinch his argument. By the way the *Journal of Education* says: "Supt. S. T. Dutton's salary has been increased \$500. It is now \$1,500." A slight mistake of \$2,000, his salary now being \$3,500! Besides this the board pays the stable hire of his horse in visiting schools. Also the "University of New York" is under the care of the Board of Regents with headquarters at Albany, while the "University of the City of New York" is controlled by a council in this city of which Dr. John Hall is chancellor.

REMARKABLE ARTICLES.

We have frequently referred to a remarkable series of articles on "Examination and Education," in the *Nineteenth Century*. The original papers appeared last November on "The Sacrifice of Education to Examination," and consisted of "A Signed Protest" and articles by Max Müller, Professor Freeman, and Frederic Harrison. Then came in the December issue a "Protest against Over-Examination" by Professor Knight, Harold Arthur Perry, and H. Temple Humphrey. After this followed "Is Examination a Failure?" in the February issue, by W. Baptiste Scoones, and "The Sacrifice of Education to Examination," by Hon. Auberon Herbert, Sir Frederick Pollock, Sir Joseph Fyner, Francis Galton, Dr. Priestley, and the Bishop of Carlisle. The March number of this year contained the American supplement with twenty articles by typical writers on this side of the Atlantic. All of these have been collected, and it is needless for us to say, form an invaluable collection on the important subject. No teacher who expects to read these papers. A note to the Leonard Scott Publication Company will bring all the information needed concerning them.

HELPFUL WORDS.

Appreciative words, from those whose opinions have weight, are always very pleasant and encouraging; especially is this the case when eminent men in Europe use the JOURNAL with profit and pleasure. A recent letter from M. Klausen, inspector of schools, Copenhagen, Denmark, says: "Since January of this year I have been a subscriber of the TEACHERS' INSTITUTE, and it is a great joy for me to tell you that I like it very much, and already have learned a great deal from it. Its pages contain many excellent and practical things which differ in many cases from the education journals of my own country. Especially have I noticed the use your schools make of stencils. These are quite unknown in Denmark." Both the JOURNAL and INSTITUTE are read by leading teachers all over the world. It is pleasant to realize that the fraternity is one, even though separated by vast expanses of land and water. All over the world there is an earnest desire for improvement, and many thousands of teachers are gladly receiving anything that will enable them to render their schools more profitable to the pupils that daily assemble, and we rejoice that we are able to have some humble part towards bringing in a better pedagogical era in which there will be a better appreciation of the real spirit and power of what education really is.

HARD WORDS.

In the daily record of current events many hard words constantly occur. For example in our column of "Topics for School-room Use" of May 4, a glance shows us at once *retroactive*, *embezzlers*, *refugees*, and *extraditable*, among many others. These are tough customers when found in a column in the spelling book or on the page of the dictionary, but in the connection in which they occurred they are remarkably easy, in fact; if the paragraphs in which these words were found are read before an intelligent class of boys and girls they will almost define themselves. *The relation of a word in a sentence* helps wonderfully to clear up its meaning. A column of undefined words, mechanically pronounced, is as dry as seven-year-old cheese; in fact, each separate word is as dead as a door-nail. But put each of those words in an account of a railroad accident, or a baseball game, and they will at once become as interesting as a first-class love story. Try the experiment, teachers, and see for yourselves.

EDUCATIONAL STREETS.

The enterprising people of Tacoma, Washington, are naming the streets after famous living and dead men and women. Among others Mrs. Langtry and the poet Whittier have received real estate recognition. A friend of the poet's sent a newspaper clipping stating these facts to him, and received in reply the following characteristic letter, which we think has not been published:

OAK KNOLL, DANVERS, MASS., February 28, 1890.

W. D. TYLER, Esq.

DEAR FRIEND: I thank thee for the slip which states that my name has been given to a street in the addition to your beautiful city. As to the incongruity of the association, I can stand it if Mrs. Langtry can. She may have as much objection to a Quaker as I have to an actress. I wish I were young and strong enough to visit your lovely city and see the sunrise and sunset on the snow crown of Tacoma.

I am truly thy friend,

JOHN G. WHITTIER.

We have not seen the letter Mrs. Langtry sent, but would suggest to Supt. Gault to secure the recognition of several educators, at once. How would it do to name one street, on which a ward school building is to be built, Socrates, and then call the school, Mann. Children down the years would be saying, "I attend the Mann school on Socrates street." Another could be called Comenius street, and the building Pestalozzi. These would harmonize admirably—"Pestalozzi school on Comenius street." We could come down a little later and call the college street Hopkins, and the buildings, Hitchcock, Sears, Dwight, McCosh, and Eliot. Here would be a fitness of things also. We trust our old friend, Supt. Gault, will take hold of this matter in earnest and secure such a substantial recognition of teachers as will make Tacoma the great educational city of the Northwest. It has an excellent chance of making itself immortal in a way it never dreamed of.

ETIQUETTE.

A subscriber from Minnesota gives some notes of a lecture before a county institute, on "Etiquette," by a clergyman, formerly a teacher. If there were room all should be published, but here are a few of them:

"Soon after I took charge of the schools of quite an important town, I was invited to dinner by a prominent citizen, a member of the board of education. I supposed I had done my share when I had eaten the dinner. I gave the matter no more attention until the hostess asked me nearly a month after, 'Don't you intend to make us the after dinner call?' We have been looking for it for some time. Mr. Wilson called to see us a week after. Mr. Wilson, by the way, was a young lawyer who was invited to the same dinner. All of this was Greek; yes, Sanscrit to me. I got off some reply about being very busy; but saw I had committed quite an error, so I sought out Mr. Wilson and asked for an explanation. He informed me that it was an unalterable rule that a call be paid after an invitation to dinner, and that the utmost limit of time was two weeks, and seemed surprised that I had not made my call. It was a lesson I have never forgotten. After thinking it over, it seemed to me wonderful that I should not have seen that some acknowledgment was due for the polite invitation to dinner; but I did not.

"In another place I received a note from a lady inviting me to take tea at her house; it was brought to me by her daughter who was a pupil. After reading the note I called the young lady to me and told her to thank her mother for the invitation, but that I could not come. I noticed that the mother treated me with frigidity when I met her, and supposed that she was disappointed at my absence from the tea. I referred to this in a conversation with the daughter. She replied, 'Mother didn't like it that you did not send your declination in a note; she said that was the proper way.' This was, I found, quite a breach of etiquette, and to one who knew its laws it must have been very disagreeable, but I remembered it.

"I have given these incidents to show the importance of studying the laws of good society. If the teacher expects to be a person of consequence in society, he must understand the laws that society obeys. Times are different from what they were; we must recognize that fact."

Other incidents were given, and reference was made to the articles in the JOURNAL on the subject of teaching manners in the school-room. We think the subject one of great importance that ought to be considered by teachers.

MANUAL TRAINING IN PUBLIC SCHOOLS.

By DR. C. M. WOODWARD, St. Louis, Mo.

I propose to answer briefly the following questions:

1. "What kind of manual training can be introduced into our primary schools?"

2. "What kind into our intermediate and grammar schools?"

3. "What kind into our high schools?"

4. "Is it your opinion that the introduction of manual training is likely to diminish the amount of mental discipline now received by them?"

1. The manual work of the primary school with children not more than ten years old should be of the simplest character. The pupils are, as a rule, too young to reflect upon the *methods* they may properly be taught to use, and the *rationale* of designs in construction are for the most part beyond them. Hence, though there may and should be a great deal of hand-work, there cannot be much of what is usually called manual training. There should be some drawing, some cutting with knives and scissors, some fastening with mucilage, tacks, and threads, and much handling of objects, models, leaves, flowers, seeds, insects, feathers, etc.

There should be coloring with brushes, and shaping in clay, but no shop-work with planing, sawing, and turning, and no mechanical drawing.

An hour per day devoted to hand-work (not including penmanship) is not too much, but it must not all come at once.

2. In the grammar school, where pupils' ages vary from ten to fifteen years, there should be systematic hand-work of a higher character, but until the age of twelve or thirteen, it should chiefly follow the lines already laid down in the primary school. The girls may learn the elements of simple needle-work, the boys the care and use of the knife, try-square, and they may execute some exercises based on the *slöjd*. I doubt if, as a rule, shop-work should be given to boys younger than twelve or thirteen years; not because younger boys may not acquire a certain amount of rather captivating skill, but because they are scarcely mature enough to attend to the principles involved, and to reflect upon the theory and logic of tools and processes. They may be quick to see the uses of things, but be unable to see the general value of a single exercise in making.

The study of geometry is somewhat similar to shop-work. Geometrical facts may be recognized long before a pupil is mature enough to comprehend a demonstration. Economy demands that each subject of study shall be undertaken at just the time when the learner's growing brain is ready for it. "There is a happy moment," says Professor James, "for fixing skill in drawing, for making boys collectors in natural history, and presently dissectors and botanists; then for initiating them into the wonders of physical and chemical law." He might have added, there is also a proper time for unfolding and developing the fundamental principles involved in constructive work by the laboratory method. "To detect the moment of the instinctive readiness for the subject is then the first duty of every educator." I do not recommend "shop-work" below the *last two grades* of the grammar school.

Tool-work should bear the closest possible relation to projection-drawing, both freehand and instrumental. Except for artistic work, and the representation of natural forms, drawing is an aid to construction, and hence should precede it. The shop-work of a grammar school may wisely be limited to joinery and carving, the material being chiefly wood. Pupils should be taught in classes of from twenty to twenty-five pupils. The entire class should be taught as a whole, and individual instruction should be supplementary. Shop-work should always be treated as a study, and tools, rooms, and teachers should always be of the best. In grammar schools an average of an hour and a half daily devoted to the two subjects of tool-work and drawing, is a reasonable allowance.

3. What kind of manual training should be given in a high school? I shall be very brief on this point. In my published papers, and more particularly in my book on the "Aims, Methods, and Results" of the manual training school, I have gone very fully into this phase of the question. It must suffice if I say here that in my judgment every pupil in the high school, in addition to a certain amount of freehand drawing and the study of historic ornament, should have regular practice in instrumental drawing with pencil and ink, until he (or she) is familiar with scales, projections, sections, lettering, tinting, and shading, with both pen and brush, and a few of the principles of design. Some of this drawing

should be in connection with tool instruction and tool practice. The most convenient material for this tool practice is wood, and the work may be done at a bench or lathe during the first year of the course. A total allowance of ninety minutes per day for the two subjects of drawing and tool-work is not too much.* Both subjects should be treated as *studies*, and they should be placed on the program during regular school hours. There is not the slightest objection to extending the school day till three or half-past three in the afternoon.

After the first year the courses of *study* may properly diverge, in the directions of literature and manual training respectively. Students should elect between the two. Science should enter equally into each of these courses.

The drawing in the manual training course of the high school may properly rise to the details of construction in building, machinery, and art, and to some strict geometrical drawing and linear perspective. The tool-work may enter other fields and deal with metals. Metals should be treated both with and without heat, and typical processes may be thoroughly illustrated. As soon as the pupils are fairly capable of executive work, they should have systematic exercise in planning and executing simple designs, leading, for instance, to physical apparatus. The allowance of time should be about two hours daily.

4. Will such work result in less mental discipline?

I answer "No" with the utmost confidence. In support of this conclusion I point to the record of those who have taken this course of study, and who may properly be said to exhibit its fruits. The mental, moral, and physical efficiency of such students is readily recognized by all who come in contact with them, and it is an exceedingly moderate statement to say that the introduction of manual training *has not diminished the mental discipline received*. Why this is so, I do not now discuss; I have given the reasons elsewhere.

I have small concern for those psychologists who think they, without experiment, can foretell the results of manual training more truthfully and adequately than we can declare them after years of the most careful experiments and the most thoughtful observation. The grand mistake that such *a priori* theorists make is in the adoption of their premises. For instance, my esteemed friend, Geo. P. Brown of the *Illinois School Journal*, assumes (See page 301, No. for March, 1889) that manual training means a spending of from "two-thirds to three-fourths of the curriculum of lower grades and one-half of the higher, upon work akin to turning plow-handles," in which, day after day, shop-work is one "monotonous round of toil," a never ending treadmill in which the pupil degenerates into a mere machine.

Reasoning from this premise it is no wonder he comes out as he does. I firmly believe that if such men really knew what manual training is as I know it, they would agree with me that its introduction as above proposed, involves no mental loss, but a decided mental gain. If to the mental gain in vigor and clearness, one adds its immense and scarcely-questioned economic value, the argument in favor of manual training is complete, and unanswerable.

*I do not recommend lathes driven by foot for class use. Where there is no other available source of power, I suggest the use of an electric motor on a shaft carrying a small fly-wheel or a separate motor on each lathe.

SCHOOL-KEEPING AS "SHE" IS DONE IN CONNECTICUT.

By E. A. FANNING.

In looking over the annual report of the Connecticut state board of education, which has recently been submitted to the governor by Secretary C. D. Hine, there is a temptation to rub one's eyes and inquire in amazement, "Is this the sixteenth century or the nineteenth?" Such an astounding and surprising collation of facts concerning the present wretched condition of rural schools, must undoubtedly deal a staggering blow to the district system. While every advocate of progressive teaching must regret that such an exposure of incompetence has been necessary, there is on all sides a disposition to commend the state for having at last shaken off the burden of responsibility for negligence and inefficiency, and for having placed the blame where it belongs—on district committees.

During the last school year two agents of the Connecticut board, Messrs. S. P. Willard and J. K. Judson, were deputed to make an inquiry into the actual condition of education in the state. New London county was selected as the particular section for investigation, since in this county are two cities, two boroughs, agricultu-

ral, mining, and maritime districts, representing varied industries, employments, and social conditions; hence, no section could better represent the state.

The agents were instructed to confine themselves to the collection of facts, to report fully and in detail, in order that the bearing of the facts on education and schools might be clear, and sound conclusions drawn therefrom. In each school the qualification of the teacher, the organization and classification of the school, the methods, and in some directions the results of instruction, the supervision and examination of teachers and the attitude of the people towards public schools came under review and were noted.

Excepting certain schools of Norwich and New London, which take rank with the best in the country, the report furnishes substantial evidence that there are inexcusable deficiencies extending to every common school branch.

According to Secretary Hine's summary of the facts submitted, not more than one-third of those pupils tested read intelligently, either from the books with which they were familiar or from books adapted to the second year of school. One-third of the children of ten years old and upwards, cannot write (as the papers solemnly testify). Not more than 30, of the 183 teachers can teach writing, as they themselves freely admit.

In arithmetic one-third of the children over ten could not work out simple problems involving one operation. Not one-half gave the correct result in the following example in addition: 184, 345, 696, 69, 423, 75.

In language one boy 12 years old, in school 7 years, required to write what he would do with a ten-cent piece, produced the following:

"If I had ten cents I wouldbye A knife."

Another 12 years old, in school 8 years, being asked to write what he saw on his way to school, narrated the appended tale:

"I saw Man Wagom Hovrse."

A girl of 12, in school four years, submitted in fulfillment of the examiner's demand for a letter;

Dear Bothor,

I will meet you at the depo to morrow Be Sure and be there and I will be there to I am tired now so I must Stop Learn my Lesson now do you Study Spelling it is chander hard I mist Close my Letter.

The number of pupils recorded as taking the less advanced tests was 1,227. Of this number 787 misspelled "which," 699 misspelled "whose," and 403 could not spell the name of the town in which they lived. "Busy," was spelled *buxzy*, *disy*, *bueser*, *buse*, *Lizzie*, *beivy*, *beryes*, *beus*, etc. The pronoun *I* was written *ith*, *rie*, *olie*, *Ie*, *iye*, *eighe*, *ryer*, and *ari*. "Scholar," among countless variations, appeared as *scaly*, *coler*, *schulor*, *solar*, *choia*, *scocholar*, and *csolor*.

Says the secretary in accounting for these results:

"Many of the teachers are very young; presumably, boys and girls of 16 are not old enough to be entrusted with the training and discipline of children. *** Their education is often inadequate. *** They have no special training for teaching. Sometimes they are appointed because they are unfortunate; sometimes because they can do nothing else; and cases are not infrequent where persons too weak in health for ordinary work are put into schools.

Sometimes they are chosen because they will board with a certain individual, more frequently because they are relatives or friends of the committee. Sometimes political and religious influences determine the appointment. We have found persons of no character, a few times evil-livers; persons of unhappy and peevish tempers; often persons of no pretensions to mental culture.

There are times when relatives of school officers, worthy but weak novices, and crooked sticks, seem to have been collected in a troop and hurled upon helpless children.

The wages offered and accepted are such as to insure an inferior kind of service. Teachers whose sole support is \$110 to \$200 a year cannot afford to improve their minds, or do anything more than "keep school." There is no organized teaching service—a body of men and women of ascertained and certified competence, having definite relations to the state and town which pay them, and the district which hires them.

The alphabet method of teaching reading exists in 112 of the schools just mentioned, and is demanded by school visitors and parents as the only way in which reading can be taught.

The total amount received for schools doing the year was \$179,498.30. The average cost of each child was \$17.96. Of teachers, 38 receive \$20 or less per month, 96 receive \$20 to \$25, and 72 receive \$25 to \$30. 35% of

teachers in this county receive less than \$225 per year. Fifty-five schools are open 24 weeks or less, while 84 schools are open from 24 to 30 weeks. There are *more schools open the shortest legal time* than in any other county in the state.

A constant effort is made to maintain the same number of districts that existed when the population was larger, or differently distributed. One-half the sum which now barely supports numerous feeble schools would often maintain enough schools if children could be brought together.

WASHINGTON, ADAMS, AND PERSONAL INTEGRITY.

By ASST. SUPT. WM. JONES, New York City.

At this time, when the public mind is directed towards the events in the life of Washington, which lift him high in the estimation of thoughtful citizens among all nations it may be well to allude to one incident which occurred in 1794, when the French revolution was agitating, not only France, but also England and Continental Europe. Those familiar with the politics of this country during the Washington administration know perfectly well that the followers of Jefferson sympathized with the leaders of the French revolution in its earlier stages. The Hon. Gouverneur Morris, the father of the Morris family, after whom Morrisania derives its name, was then minister to France, having been sent there by Washington. Jefferson and his friends, who were senators, believed that our minister did not sympathize with the republicans of France as he should have done, he being the ambassador of our country, and they therefore desired his removal. Washington signified his willingness to accede to the request made by the friends of Jefferson in the United States senate, and asked them to present for his consideration a suitable person to succeed him. This, accordingly, was done, and a committee of three was selected, two of whom were Mr. Madison and Mr. Monroe. Washington was greatly surprised when they waited on him and mentioned the name of Aaron Burr! He positively refused to nominate him, and urged a reconsideration by the senators, and the presentation of the name of a proper person. They did so, and returned with the same name. Washington again refused, and wished the senators to present to him the name of some other person. Again they retired, and the third time returned with the name of Aaron Burr! Washington was firm and determined, and declared that "he never would appoint any man to any position in whose moral and political integrity he had no confidence!" He subsequently nominated James Monroe, who was the fifth president, to succeed Mr. Morris. Burr was well known to Washington, and that knowledge enabled him to determine that his appointment would not reflect honor on the country, and all who know the public and private history of Burr can readily appreciate the lofty moral principles which governed our first president in the discharge of the duties of his high office. It would have been well had all civil magistrates, in this respect, have followed the example of the illustrious president. Before closing this article, let me refer to an extract from a letter sent by the first vice-president to his daughter in Boston, while he was discharging official duties in Paris in 1788: "My daughter, get an honest man for a husband, and keep him honest. No matter whether he is rich, provided he be independent. Regard the honor and the moral character of the man more than circumstances. Think of no other greatness but that of the soul; no other riches but those of the heart!" Washington would have men in public and private life to be virtuous; Adams would have his daughter marry only a man of strict integrity, irrespective of wealth. No wonder the world venerates the character of the former; and let every one respect and endorse the excellent advice which was given to his daughter by the latter.

THE CHRISTY SCHOOL OF METHODS.

The teachers of Ashtabula county, Ohio, are as progressive as any in the state. The county teachers' institute enrolls between two and three hundred teachers, and for several years has held annual sessions of four weeks' duration. There has recently been established in connection with it a school of methods, which will have an important effect on the educational interests of Ohio.

In the year 1880, James Christy, of Windsor, Ohio, died leaving the bulk of his property, over thirty thousand dollars, to Ashtabula county, in this vague lan-

guage: "For educational purposes, to be under full control of said county commissioners, to use and expend as seems best in their judgment to promote the cause of education in said county."

The construction of the will was in doubt, suit followed suit, though Mr. Christy left no near relatives. A decision of the supreme court gave the commissioners power to hold the bequest, since which they have been considering plans for its disposal. The plan of founding with it a school of methods was proposed about a year ago, and has now been adopted. The income of the fund is used to establish and maintain a department of the county institute known as a summer school of methods. It is held jointly with the county institute, both a six weeks' session. The county commissioners invest the money, and pay its income to a board of trustees of five members, who have entire management of the school. The president of the institute and the president of the county board of examiners are *ex-officio* members of the board; the commissioners appoint the remaining members.

The first session will be held in Jefferson, commencing July 9, 1889. The original fund, though reduced by litigation, amounts to twenty-five thousand dollars, and enables the best educators to be secured. Professors B. A. Hinsdale, of Ann Arbor, S. G. Williams, of Cornell University, F. C. Force, of Cleveland, C. W. Peck, of Cincinnati, and A. R. Spencer, of Washington, D. C., have been engaged. The president of the board of trustees is Chas. Hayward, of Conneaut, and the secretary is E. J. Graves, of Hartsgrove. The school is free to all teachers of the county; a low rate of tuition will be charged all others.

THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

CHRONOLOGY FOR SCHOOL USE.

May 26—The Venerable Bede, Eng. historian, dd.—735.
May 27—Nathaniel Greene, Am. general, bn.—1742.
May 28—Louis Agassiz, Am. naturalist, born—1807.
May 29—Charles the Second of England, born—1630.
May 30—Joan of Arc, French heroine, burned—1431.
May 31—Horatio Seymour, Am. lawyer, born—1811.
June 1—James Buchanan, 15th Pres. U. S., died—1868.

A VARIETY OF OPINIONS.

A SCHOOL EXERCISE.

[Some of the bright boy readers will see that this conversation may be used as a dialogue in school. The part of the men can be played by boys by using silk hats.]

(Enter two boys talking.) Henry.—"My father is a Republican and he is a tariff man. He says we must not buy our things in Europe, but make them ourselves and thus keep the money at home."

Thomas.—"Well, my father is a Democrat, and he is a tariff man, too, but he is not so much of a tariff-man as your father is. He says, 'Buy where you can buy the cheapest; sell where you can sell the dearest.' We have good times here; because we have natural products to sell to other nations, wheat, corn, petroleum, etc."

A bell is heard ringing. Henry.—"What is that?" (Enter a boy as an Italian with a bell and a mouth harmonica; he bows, gesticulates, and plays on his harmonica.)

Italian.—"I am verra poor shentlemen; you are verra rich; give poora man some money."

Thomas.—"Why you must not beg; you must work. No one begs here. Do they beg in Italy?"

Italian.—"Oh, yes; many, many beg there."

Henry.—"Do they have schools?"

Italian.—"No, no schools. Please giva me some money."

Henry.—"No, no money." (Exit Italian, playing harmonica.) "You see now the benefit of a tariff, Thomas. They have none—"

Thomas.—"Oh yes, they have tariff enough over there, I can tell you." (Enter Mr. Johnson.) "Is it not so, Mr. Johnson; do they have a tariff in Italy?"

Mr. Johnson.—"Oh! yes; I was much troubled by their tariff when there last summer."

Henry.—"To what is our prosperity due, then? I heard a speaker say it was due to the tariff."

Mr. Johnson.—"I think it is because we give away so

much land. You see we give away millions of acres to foreigners; they come here and settle on it and that enables the merchants to sell them goods; that makes brisk business, and so, much money is made. In Italy there is no way to make money like that; they have no money to buy goods." (Enter Mr. Waters.)

"Waters, what do you say our prosperity comes from, these young men were just asking me?"

Mr. Waters.—"I think it comes from our schools. There is young Lewis, for example. His father was poor, but his son went to school in our best schools, got a good education, went to Dakota, and they say he will be in Congress when the state is admitted. If that don't prove that education is the cause of prosperity I should like to know the reason why."

Henry.—"My father—"

Mr. W.—"Oh, I know what your father thinks; he's all tariff."

Thomas.—"My father—"

Mr. W.—"And I know what your father thinks; he's for selling wheat and cotton. (Enter Mr. Wilson.)

Wilson.—"Why, what's the matter? Who's failed? What's the news? Anyone broken his leg." (All laugh.)

Johnson.—"We are discussing the causes of America's prosperity."

Wilson.—"That is easily settled. It is due to our gold and silver mines."

All.—"Prove it."

Wilson.—"Well, gentlemen, before gold was discovered, there was hard times here; that everybody will admit. We could just squeeze along. Potatoes sold for a dollar a barrel; so did apples; flour was three dollars a barrel; men got twenty-five to fifty cents a day for work. Now mark the change. Sutter discovered gold in California; people went and dug it out; then they discovered silver; went and dug that out. People took that gold and silver, and built railroads, houses, factories, cleared up land, sowed wheat and cotton, dug petroleum wells, and got rich, became prosperous. There you have it." (Enter Mr. Tunley.)

Tunley.—(Laughing.) "Upon my word this is really funny. I have been watching you for a half hour from my windows. First those two young fellows came along, and they stopped and began 'to saw the air thus.' I said to myself, 'What air those fellows doing that for, do you s'pose?' I told Mirandy, (that's Mrs. Tunley) to come and see, and she thought it was real curious. Then Johnson came along, and he stopped, and he began to saw the air too; when he had finished each one of the young fellows chipped in, and then there was an Italian appeared but he was too smart to be satisfied with talk. He saw it was a 'talking bee,' and cleared out. Next Waters came, and then Wilson, and here's Tunley at last, and no one knows how many more will come Ha! ha!" (All laugh.)

Thomas.—"We were trying to find out what's the cause of our national prosperity. There is to be a debate on the subject over at North Adams."

Tunley.—"There has been one here on this very corner, anyhow. (Enter Mr. Robinson.) Now here's neighbor Robinson who gets up at 5 o'clock every morning, and has the neatest place in town; he's the man to tell you, for he's prosperous himself, don't you see. Robinson, tell these fellows what makes this country prosperous."

Robinson.—"I've got no time to talk, I'm prosperous because I mind my own business, don't talk, but work. Mind you, I work." (Exit.)

Tunley.—"I must be going gentlemen, I don't believe in talking either." (Exit.)

Wilson.—"Hold on, I'm going your way." (Exit.)

Waters.—"I've got to hurry to see Dr. Jones." (Exit.) (Laughing, and talking, and singing heard outside.)

Thomas.—"That's the boys going to school, come on." (Exit both.)

(Enter Italian.) Italian.—"Whera are those talkers? This greata country. I no works, I play music." (Plays on harmonica, and walks around and gesticulates and goes out.)

OPINIONS OF PUPILS.

What do my pupils think of me? How do they rate me as a man? What is my moral standing? These are questions that will arise in a teacher's mind; they are very proper inquiries. The following incidents will illustrate the point:

A few days ago a party of gentlemen were seated around a dinner table and after the dessert had been placed, the conversation turned to school life.

No. 1 said: When I was in Andover we had a teacher who often wanted to go to Boston during school hours

and he managed it in this way. He would come into the class and ask the dullest pupil to recite. It would be done in a bungling way, of course; then this man would say, "No use to spend any time in hearing this class; the same lesson for to-morrow," and, taking his hat, he would make tracks for the depot.

No. 2. Well, when I was a pupil in Providence we had a man who was a great novel reader; and he would set the class at work, and then slyly get out his book and read in it. One time the principal came in very quietly and found him hard at it, and there was a scene!

No. 3. When I was in Charlier Institute we had a man in our algebra class who kept a key to the solution of the examples. We used to watch him when the hard examples came along. He would go to the table and open the drawer, and strive so hard to appear unconcerned, that it was really amusing. A boy asked him once if it was wrong to use a key. He was much confused, but said it was, and a smile went around the class. We felt sorry for him.

No. 4. In my class the teacher had just been graduated from college, and we were translating Virgil. He was ready in translating, far more than in construction, and it surprised us. One day he got up to go to the black-board, and a sheet of paper fell to the floor, and I saw it was an interlinear translation. It amused us exceedingly.

No. 5. In my school was a lady teacher who used to recommend the history class over and over, to read extensively; she declared "Knight's History of England" was more interesting than a novel. Now we doubted her knowledge of our class-book, though it was a small one, for she used to keep it before her so constantly in the class. The book disappeared somehow one morning, and a pupil asked her if Charles Second was the successor of Charles First. "Certainly," was the reply. We smiled, for it proved that she did not know without the book.

Very much more in a similar strain followed, and it led the writer to feel that it is well for teachers to ask themselves often, What do my pupils think of me?

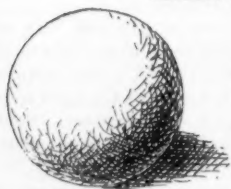
METHOD AND ORDER OF FORM STUDY AND DRAWING.

By LANGDON S. THOMPSON, A. M.; Jersey City, N. J.

Having previously classified the type forms of natural and artificial objects, so as to render their study logical and progressive, we may now inquire into the natural and logical order and method of study.

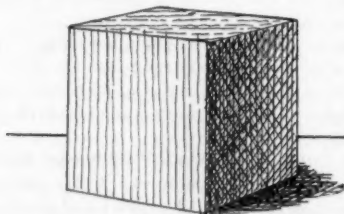
The sphere, the cube, and the equilateral cylinder form a suitable trio of type forms for the beginning of this study. Form study for the child is a kind of original investigation; and like all such investigation is analytical; that is, *from wholes to parts*.

OBJECTS AS WHOLE.

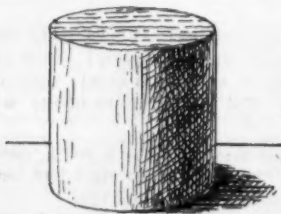


For instance, the child has under consideration a sphere; it studies the sphere as a whole; feels it with its hands; rolls it, looks at it as a whole, without at first giving attention to its parts, if it has any.

Or, it may be the cube is the subject for investigation; if so, the child handles it, moves it, slides it, compares



it with the sphere, etc., without attempting in its first study to separate it into parts.



wholes in themselves.

Again, when the child takes up the intermediate form, the equilateral cylinder, he feels it, rolls it, slides it, and compares it with the cube and the sphere, regarding them all, however, as distinct and complete

SURFACES.

At a later period the attention of the child is directed to the *surfaces* of these solids as *wholes*. By skilful questioning and by touching surfaces of various kinds, plane, spherical, cylindrical, rough, smooth, unevenly curved, outside, inside, etc., the children may be led to see, if not to say:

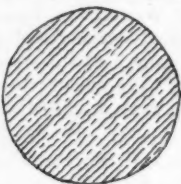
A surface is that part of an object which can be seen or touched. "The outside of an object," or "the whole outside of a thing," it seems to us is defective.

In distinguishing the character of surfaces the terms "plane," "round," and "curved," have been used. The words round and curved when applied to surfaces are so indefinite as to mean almost nothing. Why not call the surface of a sphere *spherical*, the part of the surface of a cylinder that is not plane, *cylindrical*?

This would leave the word *curved* for such surfaces as are unevenly bent or varied from a plane. As to the word *round*, we can well dispense with it in this connection, or any word that may mean anything from a long telephone wire, or a lady's finger-ring, to the sun in the heavens, or the globe on which we live.

FACES.

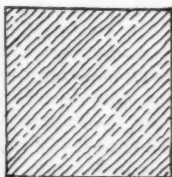
After giving attention to surfaces as wholes we may separate them into parts and give names to them, according to their shapes.



The sphere has but one continuous surface, and as it cannot be separated into parts it cannot be said to have more than *one face*; and that is *spherical*. A face has been defined as "a limited part of a surface." How would it do to say:

A face is that part of a surface which does not suddenly change its direction? This is more accurate, but perhaps it is too long.

By looking at and feeling the sphere the circumference of a circle, if not the circle itself, may be suggested.



By looking at and handling the cube, children easily and quickly distinguish its six equal faces. They easily discover that each face has four equal sides or edges, and four equal corners. Give the name *square* for each face.

The equilateral cylinder may now be handled and otherwise investigated. The children will easily distinguish its two plane, *circular* faces, and its one *cylindrical* face. If the sphere does not do it, the cylinder will readily suggest the idea of the *circle*, as a plane figure bounded by a curved edge, which may or may not be defined in words.

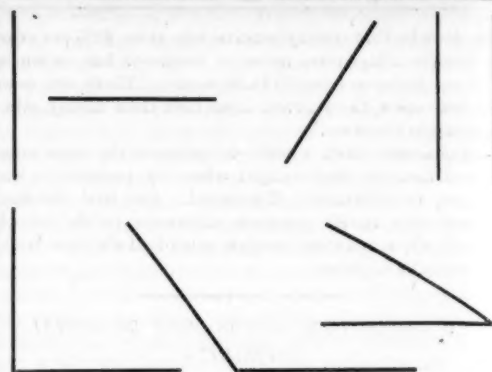


If for any reason it is thought desirable to introduce the right-angled triangle in this connection, it can easily be derived from the square by folding it, or by drawing its diagonal. Some authors teach that the child must study the cube first as a solid, that he may get an idea of what a square is; or, in other words, they teach that the square plane is derived from the cube. We think this is a mistake. The square plane has an existence as an entity entirely independent of the cube or any other rectangular solid. If all the cubes in the universe were banished, or resolved into nothingness, the square might still remain. If, however, you banish the square the cube must go with it; hence the square is in no sense dependent on the cube, but the cube is dependent on the square.

Likewise we are told that the child gets his idea of a circle from the sphere, or from a hemisphere, or from one end of a cylinder; and his idea of a right-angled triangle from the end of a right triangular prism. Such notions not only confuse young teachers and pupils, but they are really untrue. The circle and the triangle can exist without these solids and are not dependent on them; these solids, however, are dependent on the circle and the triangle.

Let it be understood, then, that squares, triangles, and circles are wholes in themselves, and may be studied analytically as has been directed for the sphere, the cube, and the cylinder.

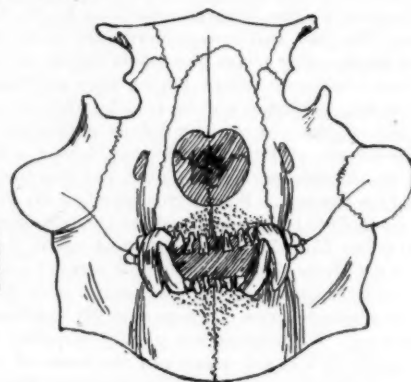
The edges of the cube and the square may suggest to us vertical, horizontal, oblique, parallel, and perpendicular lines, as well as right, acute, and obtuse angles; but let no one hesitate to use them, because they were not first



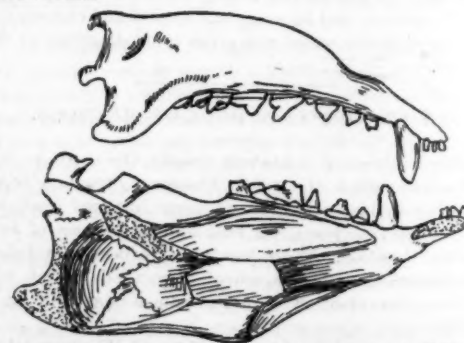
observed in a rectangular solid. They are not dependent on such solids; but these solids are dependent on them.

PECULIARITIES OF CARNIVOROUS ANIMALS.

CARNIVORA is the name of a family of flesh-eating animals, as dogs, cats, seals, bears, and lions. They differ in form and habits, but all have a fondness for flesh and blood.



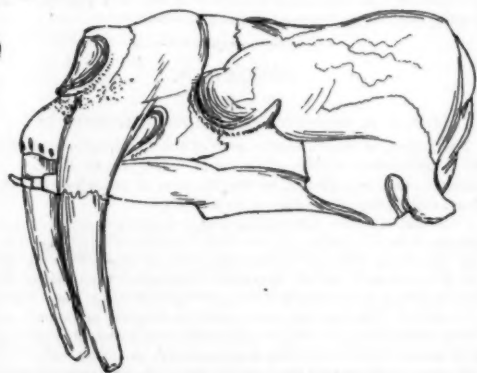
TEETH AND CLAWS.—The teeth of all carnivorous animals are wonderfully strong. The picture of the lion's skull shows the nature of the front teeth, and that of the dog, the back ones. In the fore-part of the mouth are six small teeth, used in tearing the flesh into shreds. Next to these are four larger ones—two from the lower, and two from the upper jaws—for pulling the bones of an animal apart. Back of these large teeth are a number of flat, irregular shaped ones with which the bones are broken. In the walrus the lower of the large front teeth found in the lion disappear, but the upper ones are elongated into powerful tusks which more than make up for the loss. When we see a dog crush a bone, we can realize what strength there is in those small jaws. If in a dog there is such power, think of the lion which can easily kill an animal the size of a horse. Even in the smallest of carnivorous animals—the weasel—this strength is found. One of those little fellows can take such a grip upon the throat of an animal that, if he were pulled away, much of the victim's neck would come also. The feet of this family of flesh-eaters have strong claws, which they can either thrust out or draw in. In the lion they are blunt, but the great strength of the beast forces them into his prey, making fatal wounds. The claws of wild-cats and lynxes are almost as sharp as needles and are used a great deal in fighting, with terrible effect. Bears make common use of their claws in climbing trees or high, rocky banks; they are very useful for that purpose as they are long and curved. The hyenas of Africa use their thick claws in digging into graves to get at the dead bodies.



HABITS.—The habits of carnivorous animals differ as much as their appearance. But one thing which they

have in common is, that they seek their food by means of stealth or hiding, and pounce upon their prey when it is least prepared for an attack. We have all read how a lion, a tiger, or a leopard, will hide in the long grass or bushes, and wait patiently until some defenceless animal will appear and then jump upon it before it has time to escape. This habit is plainly seen in the common cat, as it creeps noiselessly close to the ground toward a bird. In the dog this habit is not so strongly marked. They prefer to chase an animal rather than wait quietly for its approach, but it is found again in the seal. They hide among the rocks under the water, and, as their fur is of a dark brown color, the fish are not apt to see them until too late to escape their sharp teeth. One of the plainest habits, which carnivorous animals have, is that of prowling about at night, in search of food. The common dog has a habit which very few people notice. When he lies down he turns around once or twice. This he has inherited from his ancestors which were all wild, and before resting would turn around several times so as to smooth down the grass or leaves, and make a soft bed.

VOICES.—Carnivorous, like all other animals, have a way of making themselves heard. Some make loud, harsh noises, others soft and plaintive. The voices of a few of the better known members of this family will be described. The lion must have very strong lungs, for he can make a terrible noise. When angry he roars loud enough to be heard a mile, yet when not hungry he lies quietly with his eyes shut, purring but little louder than a cat. The tiger and leopard, though not quite so noisy, have voices very much like the lion. Everyone knows what sort of a voice the dog or cat has, and as we are too well acquainted with them, theirs need not be described. The wild-cat, found in most parts of the world, looks a great deal like a common cat, but is larger and has a louder voice. A wild screech is his way of making himself heard, and as he is a great fighter he does considerable growling. Wolves, though closely related to the dog, never bark, but give out a long, dismal howl, much like the hound. Some varieties have a short, snapping bark, but are more like a fox than a wolf. Hyenas have a variable voice, either barking or howling. They roam about during the night and keep up a continuous howling, which when they are excited, changes into what has been called a crazy laughter, and for that reason are often called laughing hyenas. Seals and walruses utter a short, hoarse bark, not quite as loud as the dog. The puma has a remarkable voice. They are found largely in South America, and are about the size of a wild cat. They utter a whining, whimpering sound, much like the voice of a crying baby.



FOOD.—A wild carnivorous animal will eat anything in the shape of flesh and blood. Lions, tigers, and leopards prefer such animals as deer, and, if possible, sheep or cattle. Weasels and ferrets attack small animals, like rats and rabbits, or even birds. Every chance they have they will invade a chicken coop and make sad havoc among the sleeping chickens, geese, and turkeys. In attacking an animal, they steal softly up, and grasp it by the throat. They have been known to kill eagles. Seals and walruses live upon fish, and seem to be especially fond of salmon. In Penobscot bay, on the coast of Maine, they eat so many in the course of a year that the government pays a certain sum for every seal killed. During the cold winter, the wolves of Russia often enter a village in large numbers, and kill whatever may come in their way, from a dog to an ox, and often persons. Foxes, wild-cats, and lynxes hunt rats, rabbits, and squirrels for a living.

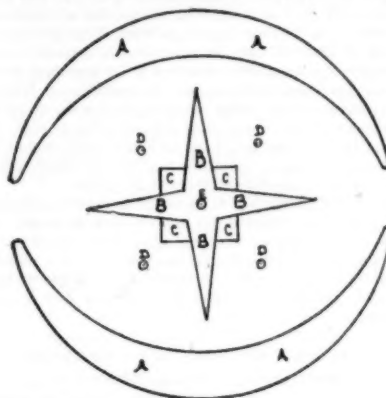
DRESS.—Carnivorous animals always dress in fur. The lion has a bunch of bushy hair about his neck and shoulders, giving the fore-part of the body the appearance of being much larger than the hinder parts. The

renowned Bengal tigers, of India, are clothed in elegant spotted fur. Their skins are very valuable, both on account of their beauty and because of the danger of hunting those savage beasts. There is a small carnivorous animal called the ermine, that has a beautiful coat of fur. In the summer it always wears brown, but when winter comes, it sheds this coat, and is soon clothed in pure white fur, except the end of its tail which always remains black. Robes worn by royal personages are made of this fur, and once none but royal families were allowed to wear ermine. These animals are found mostly in England and Scotland. The most valuable of this large family of animals are the seals, whose furs are made into elegant seal-skin saques, worth from one to five hundred dollars.

SCHOOL YARD DECORATIONS.

FLOWER BEDS.

A school yard without decorations is almost as bad as a human being without character. What is more dreary than neglected grounds around a dilapidated school-house?



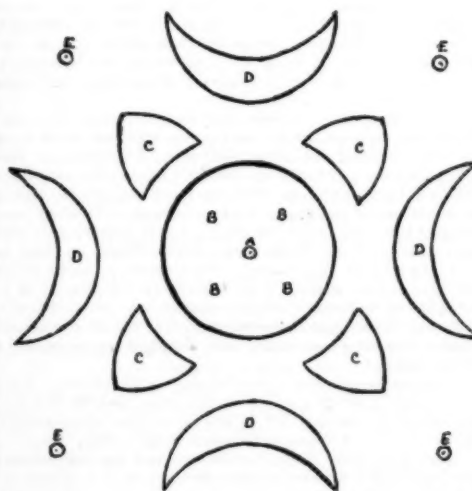
A.A.A.A.—GERANIUMS.

B.B.B.B.—COLEUS.

C.C.C.C.—PANSIES.

D.D.D.D.—WHITE CANDY-TUFT AND DWARF LOBELIA

E.—PALM.



A.—PALM.

B.B.B.B.—GERANIUMS.

C.C.C.C.—PANSIES.

D.D.D.D.—COLEUS.

E.E.E.E.—SHRUBS.

What a continual object lesson it is! How its influence tells on hundreds of pupils, and thousands of passers-by! We give here plans of two flower-beds which can easily be made by pupils. The sides of the beds should be bordered with sods of fine grass, and the walks made solid with coarse sand or fine gravel well pounded. Care should be taken to put good soil in the beds, so that the plants may make a healthy growth.

In one particular, especially, will this work be exceedingly useful. It will promote co-operation and unity of feeling. A spirit of mutual helpfulness is extremely valuable in a school. When the plants in these beds are in their full glory, those who have taken part in the work of making them beautiful, will feel more than amply repaid for the labor done. They will also love the school more earnestly and sincerely than ever before.

TOPICS FOR DISCUSSION IN THE SCHOOL-ROOM.

NOTE.—These paragraphs can be used with great profit to pupils in thousands of schools. They may be read and questions asked concerning the subjects suggested. An interesting conversation lesson can be conducted, that will afford a great deal of both pleasure and usefulness.

CENTENNIALS OF TWO REPUBLICS.

It is a fact worthy of notice that the two leading republics of the world, France and the United States, celebrated their centennials in the same year and almost on the same day. May 4, marked the completion of the first century since the meeting of the States General, from which the French republic dates its birth, and the day was celebrated at Versailles by a grand pageant and addresses by President Carnot and others. Paris, however, was the center of the world's artistic and industrial interest, for there an exposition was opened which far exceeded all previous ones in magnitude and importance. Among the departments of the exposition are those of agriculture, fisheries, general food products, fine arts, belles lettres, liberal arts, and various branches of industry. The chief architectural feature of the exposition is the Eiffel tower, an iron structure 984 feet high, or 379 feet higher than the Washington monument, the next highest structure in the world.

RAILROAD BUILDING IN CHINA.

The reaction against railroad building in China did not last long, for the state department is informed that the Chinese government has recently authorized the extension of the new Tongshan road to a point which will make it possible to reach Peking from Tientsin in three hours, whereas it has usually occupied as many days.

A SHIP RAILWAY.

It is proposed to construct a marine railway, on the Eades principle, across the isthmus connecting the Gulf of St. Lawrence and the Bay of Fundy. The length will be seventeen miles, the grade almost level, and the saving in distance to vessels using the railway from 500 to 700 miles. It will carry vessels loaded with 1,000 tons of freight. All details of the hydraulic ship-lifts at either end the cradles to convey vessels, etc., have been carefully worked out. The cost of the railway will be \$5,000,000. Work has already been begun upon it. The saving to our fishermen (who by its use could make two trips to the fishing grounds a year), and also to the grain ships from Chicago, will be very great.

OUR MERCHANT MARINE.

The United States consul at Valparaiso reports that the American flag waved over but 221 of the 15,000 vessels entered and cleared at Chilean ports in the year 1887. In 1856 American vessels carried three-fourths of our foreign transportation trade. In 1887 they carried only one-seventh of it. A daily paper says that the cause of this decline of our merchant marine is that Americans are not "permitted to buy ships on equal terms with the merchants of other nations, and American ship-builders are not permitted to buy ship-building materials on equal terms with their foreign competitors." Is this so?

THE MAHDI'S EMPIRE DOOMED.

A late dispatch from the Soudan reports the likelihood in a short time of a collapse of the Mahdi's empire, as the South is in insurrection against him, the North is languishing in a scarcity of food which drives the inhabitants daily over the frontier, and his defeated armies are returning dejectedly from every point to which he has sent them. Khartoum has been wrested from him, and the Khalifa has fled in the direction of Bahr-el-Gazelle. In the meantime Emin Bey's allies are increasing. It is believed that news will be received in a few days from Stanley by the northern route, which is declared, by one well acquainted with the country, to be the most practicable.

VIOLATION OF THE INTER-STATE LAW.

The Inter-State Commerce Commission charges the Grand Trunk Railway of Canada with violating the law in transporting coal and coke under a schedule specifying a total rate from Buffalo, Black Rock, and Suspension Bridge, in the United States, to Hamilton, Dundas, and other points in Canada, under a published tariff rate, for such transportation from the points named to Hamilton and Dundas, of \$1 a ton, but accepting a reduced charge or allowing a rebate of 25 cents a ton in favor of certain consignees. It is claimed that the officers of Canadian roads, being outside of the jurisdiction of the United States, can violate the law any day in the year by making discriminations, paying rebates, granting passes, and cutting rates. This is cited as a reason for shutting the roads of Canada out from our interstate trade. The only settlement of the question, by which justice could be secured to all parties, would be the annexation of Canada.

THE SEAL FISHERIES.

The fishery difficulty has again shown itself in the threats of the poachers of Victoria to resist the execution of President Harrison's proclamation in regard to the seal fisheries. The sealers of Victoria claim that no government can exercise jurisdiction more than three miles from shore, but there is another consideration involved in the case, which is to prevent the extermination of seals in the North Pacific as they have been, by indiscriminate slaughter, in the South Pacific. In the last four years 97,000 contraband skins were placed on the market, representing a destruction of nearly three-quarters of a million of animals. As our laws permit as large a number of skins to be taken, in the months of June, July, September, and October, as seems wise, this extra destruction is hurtful in itself to the world's sealing interests, as well as a loss of revenue to our government. The three great resorts for seals that remain, one in the American, and one in the Russian part of Behring sea, and one at the mouth of the La Plata, are under government protection. If the British Columbia vessels insist on poaching, they will probably have a lively time with United States revenue cutters.

Scrofula and all humors are cured by Hood's Sarsaparilla, the great blood purifier.

PERSONALS.

Mrs. MARY H. HUNT, national superintendent of scientific temperance instruction, has received an official invitation to be present at the National Naval Academy at Annapolis, May 23, to witness the closing exercises of the course of instruction in scientific temperance, which is to be a review of the work of the cadets in this branch during the year. The medical inspector has forwarded to Mrs. Hunt samples of the questions on this topic which the students are required to answer. They seem to indicate that the subject is taught thoroughly, and in the right spirit. This means much to the future of our navy, where clear brains and steady nerves are so essential.

MR. SAMUEL T. DUTTON, of New Haven, Conn., was recently reelected superintendent of schools for the ensuing year, and his salary increased from \$3,000 to \$3,500. The vote was unanimous. Superintendent Dutton, when notified of his election, said he appreciated very much the confidence of the board thus shown for him, that he had never been lacking in zeal to make the schools of the highest standard, and that he should not relax his efforts in that direction in the future.

MISS MARY O'BRIAN, of Buffalo, N. Y., died February 26, 1889. She began her life as a public school teacher a quarter of a century ago, and up to a few days previous to her death, had performed her daily school labors in the same room of the same school, No. 3, on Perry street. As a teacher, Miss O'Brian possessed many rare qualifications. She was fond of children, had great patience and unusual perseverance, was unassuming, almost to a fault, and found great pleasure in her work. The number who owe to her their early instruction would, if assembled together, number thousands. It is certainly an uncommon event that a teacher should continue in her vocation to so advanced a period, for Miss O'Brian had passed the allotted span of human life by five years. Although her work did not extend beyond the traditional "three R's," within these narrow but necessary limits she was an ideal teacher. Her affectionate watchfulness over the moral and intellectual progress of her pupils, was on their part reciprocated by more than ordinary esteem and love. Neither wind nor weather ever kept her from her daily duties; wintry storms, which would have made some men hesitate, never kept her from her post; and when combined age, feebleness, and manifold infirmities caused her friends to protest against her jeopardizing her little residue of life, she would turn a deaf ear, doing what she conceived to be her duty, and it may truly be affirmed, she persisted in going to school until it became physically impossible for her to go longer. In her case, death, like her life, was calm and peaceful; a useful life was concluded, and in the words of the greatest of all poets, it may be said, "After life's fitful fever, she sleeps well."

PRINCIPAL FOLSOM, of Rutland, Vt., held a grand concert at the opera house recently, the proceeds of which were used in purchasing a piano for the school.

HENRY O. WHEELER has again been elected superintendent of schools of Burlington, Vt.

PRES. W. F. SLOCUM, of Colorado College, is a graduate of Amherst College, of Andover Theological Seminary, and also of the Johns Hopkins University.

EDUCATIONAL MEETINGS.

A teachers' institute was held at Flatbush, Kings county, N. Y., April 22-25, conducted by Prof. Chas. T. Barnes, of Sauquoit; Prof. E. H. Cook, of Potsdam; Prof. T. L. Roberts, of New Paltz, and Prof. S. R. Morris, of W. N. Brighton. A. G. Cropsey, commissioner.

McCook County Teachers' Institute convened at Salem, Neb., April 8, conducted by Prof. John Ogden, of Milnor, N. D., assisted by Supt. M. A. Lange, of Canistota, Neb. This institute was one of the best ever held in McCook county.

The Elgin County Teachers' Association, of Ontario, Canada, was held at St. Thomas, May 9-10. W. W. Rutherford, president; Miss L. Wyatt, secretary.

The East Bruce Teachers' Association will be held at Tara, Ontario, Canada, May 22-23. Hon. G. W. Campbell, president; J. Keith, secretary. An interesting program has been prepared.

A LONG ISLAND ASSOCIATION.

The annual convention of the Teachers' Association of the First District of Suffolk county, N. Y., was held at Riverhead, April 15-18, with a large attendance. School-commissioner, C. H. Howell, Riverhead; President, Prin. D. L. Bardwell, Greenport Union School; Vice-President, Prin. Martin Lovering, Riverhead Union School; Sec. and Treas. Prin. John H. Deale, East Marion Public School; Editor of Journal, Prin. F. C. Barker, Mattituck Public School, were on hand. The exercises were highly instructive and entertaining.

COMMENCEMENT EXERCISES.

The ninth annual commencement of Livingstone College, at Salisbury, N. C., will be held May 10-22. The baccalaureate sermon will be delivered by Rev. J. V. Small, Wilmington, N. C. Annual addresses will be delivered by Hon. John Mercer Langston, L.L.D., Petersburg, Va., and Rev. Michael Burnham, Springfield, Mass.

The NEW YORK SCHOOL JOURNAL takes the lead in educational journalism. Its latest feature is the issue of monthly supplements upon the live questions of the day. Those upon the subjects of "School Hygiene," "Temperament in Education," and "How to Keep Order," are invaluable to the progressive teacher.—*Durango Herald, Colo.*

JERSEY CITY.

One of the best dinners ever eaten in New Jersey was enjoyed by the "Cosmos Club," Jersey City last Monday evening, and one of the best after dinner speeches ever made at a dinner was made by Prof. Wm. J. Eckoff, on that occasion. He talked very pointed, but scholarly, to the Jersey people about the condition of some of their school buildings. We are sorry Mr. Eckoff is going

into the law. He is too good a man to throw himself away, and Supt. Poland's wisdom should be sufficient to keep him in his school harness.

AT HOME.

NEW YORK CITY.

MEMORIAL DAY.

The Grand Army demonstration and services in New York, connected with the observance of Memorial Day, 1889, to take place on May 30, are expected to excel, both in the number of those who will participate, and the interest manifested, those of any previous year since the day set apart for the decoration of the graves of the heroes, who gave their lives in defence of the Union, became a national holiday. Between 15,000 and 18,000 men will parade in the column, which will march down Fifth avenue, from Fifty-seventh street. The assembly will be sounded at 8:30 A.M., and the head of the column will move at 9 A.M. The regular troops from the various stations in and near the harbor, to the number of about 2,000 men, will be assigned the right of the line, under command of Major General O. O. Howard, U. S. A. Light Battery F, 5th United States Artillery, will be brought by steamer from Fort Hamilton, embarking at Thirty-ninth street, Brooklyn, and will be landed at West Fifty-seventh street. The First Brigade of the National Guard, Brigadier General Louis Fitzgerald commanding, will follow the regulars, acting as escort to the grand marshal and staff. Grand Marshal Walton will wear the handsome and costly equipments presented by his staff for the occasion, including an elegant general officer's dress sword, made to order, and inscribed with the name and rank of the recipient, both upon the blade and the scabbard, and a chapeau, belt and sash, all of exquisite workmanship.

President Harrison is expected to be reviewing officer, although his positive acceptance has not yet been received. If the pressure of official duties at the capitol shall prevent his coming, Governor Hill will receive the honor of the marching salute. Mayor Grant and a large number of official guests have been invited to occupy the grand stand, which will accommodate 600 persons.

SUCCESS OF THE SCHOOL OF PEDAGOGY.

The Star of last Sunday contained the following concerning this new enterprise. Last Saturday the work of the second year was completed, and the lectures of the term were closed.

"A notable-looking lot of men and women might have been seen crossing Washington square last week. They were 140 students of the pedagogic course of the University of the City of New York, and yesterday was the opening of the examinations which close the second year of the most advanced pedagogic course ever outlined or attempted by an American institution of learning. The students themselves are not novices in the science and art of teaching. Gray-haired men and middle-aged women, college professors and degree-bearing instructors, superintendents of schools and principals, are among those enrolled in the class; and the majority of them have sat under the semi-weekly lectures of Dr. Jerome Allen, professor of pedagogy, Dr. Nicholas Murray Butler, and Dr. E. D. Shimer.

"This work is largely experimental, though the flattering success of the first two years and the enthusiasm with which the course has been received, will undoubtedly make it permanent. Early in 1887 a graduate of Lafayette College, a teacher in high position, asked the university to provide courses of training for teachers on the model of the best professional schools of theology, medicine, and law. The idea, notwithstanding the conservatism which marks this university, found favor, and eventually Dr. Allen was invited to the chair of pedagogy. The material provision for this chair was so small that the first year's work was limited to but one course of lectures. College graduates were allowed to count their work in pedagogy toward the degree of doctor of philosophy. Persons not college graduates were promised 'recognition from the university.'

"The courses projected were: 'History of Education,' 'Educational Psychology,' 'Philosophy of Education,' and 'Methodology.' The whole course was put in the same close relation to the faculty of arts and science as the engineering course.

"More than forty college graduates and 140 non-graduates enrolled themselves and have gone through their work with such enthusiasm that the chair only waits the necessary endowment to be established permanently. It is the hope of the faculty that this can be raised this year and there is but little doubt that it will be.

"The university has no thought of undertaking the lower, though no less important work, of training teachers in specialties, but will confine its course to the general advanced work outlined. The course of study is wonderfully broad and comprehensive. The history of educational thought includes ancient, mediæval, and later history, the school systems of the leading nations of Europe and America, the intellectual development of Europe, etc.

"A few of the class have carried on the prescribed course at their own homes outside of the city, but have been kept in constant correspondence with the faculty. All of these are now in the city, however, to attend the examination. One member, a superintendent of city schools is to come from California for the purpose. The course has gradually attracted the attention of prominent instructors all over this country, and the favor which the idea is receiving has been most encouraging."

The examination of candidates for admission to the Normal College from the grammar schools of the city will begin on June 3. About 600 candidates will be admitted this year. In the College of the City of New York about 700 will be admitted.

THE TEACHERS' MUTUAL BENEFIT ASSOCIATION of this city wish to hold a fair some time during the coming winter, their object being to add a handsome sum to their "Permanent Fund." As considerable money is always needed to start a fair of any magnitude, they have prepared an entertainment to be given at the Metropolitan Opera House on the evening of May 23, and the

afternoon of May 23, for the purpose of raising money for this enterprise. The committee in charge have secured the services of Carl Marwig, whose fame as an originator of artistic and magnificent spectacular effects has never been surpassed. Never before has such a choice performance been offered to the teachers of New York amid such elegant surroundings, and at such moderate prices. If the teachers and their friends come generously forward to its aid, its success will be a brilliant one. This association has been in existence since 1885, and counts as its members nearly two thousand of our teachers, and its field of usefulness is already an extended one. Among the public servants there are none more faithful and worthy than the men and women who are giving the best years of their lives to the education of youth.

DR. EDWARD EVERETT HALE'S ADDRESS BEFORE THE PUBLIC EDUCATION SOCIETY.

The first annual meeting of the Public Education Society was held at the Berkeley Lyceum in West Forty-fourth street, May 11. Professor J. S. Newberry, president of the society, introduced the speaker of the evening, the Rev. Dr. Edward Everett Hale. Dr. Hale began with the announcement that his remarks did not apply to the public schools of New York. He said that too much attention was devoted nowadays to arranging the percentage that a student's examination paper should show at the end of the term, and too little heed was given to the individual aptitude of the pupil. As Jules Simon had well expressed it, "When I was a young man we used to prepare men for life: now we prepare them for examinations."

The present school system, he thought, had bred a dangerous practice, the practice of studying after school hours. But under this system it was necessary to study in the evenings in order to have the lessons ready in the morning. The schools simply took up too much of the time of the pupils. Sweden, he thought, was one hundred years ahead of America in teaching manual training, and that training was exactly what every young man or woman ought to have in early life. Perhaps the necessity for obtaining it outside of American schools explained the fact that so many children leave school at the early age of thirteen years. Americans could with advantage return to the methods of their fathers in teaching a child more things at home, and the child would have less to learn at school.

Girls study so much nowadays, he said, that they never make up a bed at home; yet they attend kindergarten schools, where they practice on toy beds. This is all wrong. The child should be instructed in the work of the home in the home, and schools should teach children, not a mass of knowledge, but the method of acquiring that knowledge.

A machine is a beautiful thing when it works smoothly and powerfully. But the machine does not exist for the sake of working smoothly and powerfully, nor does the material it works on exist for the sake of showing the perfection of the machine. These things are sometimes forgotten in our public education, and it is well to be reminded of them occasionally. He said:

"I remember during the war admiring the great hospitals near Washington, and I remember a gr. at surgeon saying to me that the men in those hospitals had come to believe the war was carried on to supply the hospitals with patients. They did not remember that the object of the hospital was to get men to the front.

"I fear the same mistake is being made about our public schools. The children exist to keep the schools going, and to maintain the system. The schools have become entities, they have forgotten that their work is to get men and women to the front. We forget that the real business in hand is to fit men and women for life. Failing this, the rest is leather and prunella."

BROOKLYN.

DR. E. D. SHIMER'S LECTURES IN BROOKLYN.

The following from a recent issue of the *Eagle*, Brooklyn, refers to a successful course of lectures delivered in the city of churches the past winter, by Dr. Shimer, of the school of pedagogy, University of the City of New York:

"The last of a very interesting course of lectures on psychology was given by Dr. Shimer, at the Boys' Central School, last Tuesday afternoon. These lectures formed one of the courses provided for its members by the Brooklyn Teachers' Association. Dr. Shimer believes, he says, that every subject of study, may be made a means of training the powers of judgment and reasoning. Observation of a snow-storm may lead to a lesson in geography, with much exercise of the imagination. A teacher should be conscious of the reason why certain subjects are included within a schedule. A child should make his own inductions and deductions, although the course of teaching is not always the course of first discovery. The pupil need not be forced over all the inductive processes, by which men like Newton reached scientific conclusions. There is a shorter course. Principles, however, must not, and cannot be taught before examples. Even the axioms of geometry are best taught by previous illustration and deft induction. There is an application of logic to educational method. Read Locke's 'Conduct of the Human Understanding.' In cultivating the intellect the means of stimulation are easily got at; but the problem of cultivating the emotions is a peculiarly difficult one. Every time a child can be led to confess or secretly admire the good in others, he will become more tolerant and less conceited. By stimulating the desirable and useful emotions, the selfish and hurtful can be repressed. Generally the teacher needs to refine the emotions, to convert fear of bodily harm into fear of mental harm, love of bodily conquest into love of mental victory. Emulation is a fact in human nature, but may become pernicious and must be met by the practice of all the social virtues. We should compare the boy with his past self rather than with a classmate, recognizing the effort put forth and the progress made rather than the actual power of the boy, and obviating all motive for copying or other forms of dishonesty.

"Dr. Shimer regretted the necessity of condensing his treatment of so great a subject into so brief a course, and ended with an exhortation to further psychological study and the recommendation of some books. He was warmly applauded. Some of the members of this class declare that this has been the most practical course yet."

I have been reading with great delight and profit your supplement on "Temperament in Education." It has given me a new incentive to the individual study of my pupils, something I always believed in, but, like many others, did not carry out in practice, as one should be successful in the school-room.

CHAS. M. STEVENS, Mobile, Ala., Emerson Inst.

CORRESPONDENCE.

TEN QUALIFICATIONS OF A SUPERINTENDENT OF SCHOOLS.

I.

To the Editors of THE SCHOOL JOURNAL:

1. Inately and eminently just and fair.
2. Cheerful and hopeful.
3. The best of health.
4. An agreeable person to meet.
5. Full of sympathy, and ready to help.
6. Incapable of revenge or petty persecution.
7. Should read character readily.
8. Despise religious and political prejudices.
9. Such an enthusiast that he can forget himself and personal interests in his work.
10. A man of such broad culture and earnest purpose he could give tone to any board of education, and lead every principal and teacher to work with him.

Brooklyn, N. Y.

AGNES YOUNG HUMPHREY.

II.

To the Editors of THE SCHOOL JOURNAL:

I believe the following to be ten necessary qualifications of a good superintendent of schools:

1. Common sense.
2. Strict morality.
3. Vital energy.
4. Quick perception.
5. Vivid imagination.
6. Courteous disposition.
7. Commanding appearance.
8. Robust constitution.
9. Complete knowledge of work to be done.
10. Love of the true, the beautiful, and the good.

Bogard, Mo.

C. N. C.

III.

To the Editors of THE SCHOOL JOURNAL:

1. The moral force of a noble and generous ambition.
2. The magnetism of that charity that elevates associates.
3. A cheerful firmness that inspires.
4. Patient, diligent striving.
5. A close student of home and street influences.
6. A prayerful reader of child nature and educational works.
7. An accurate and ready discernment of motives.
8. A student of the moral and social issues of the day.
9. A relish for the work.
10. Ability to adapt means to ends.

Butler, Ohio.

L. L. FORD.

IV.

To the Editors of THE SCHOOL JOURNAL:

He should—

1. Be thoroughly educated.
2. Be an experienced and successful teacher.
3. Possess energy.
4. Love his work.
5. Possess executive ability.
6. Be practical.
7. Be strictly moral.
8. Be a student of human nature.
9. Be amiable.
10. Be ready of speech.

Bartley, Neb.

G. D. CHADDERDON.

SAVING TIME.

To the Editors of THE SCHOOL JOURNAL:

In the early years of my teaching, much valuable time was wasted in answering questions. I was aware of the fact, but was powerless to provide a remedy, as the questions seemed to be necessary. But careful consideration revealed that there was a remedy. Nearly all questions may be avoided by anticipating them. Before assigning a lesson, carefully consider what questions will probably be asked. Then secure attention and make all explanations necessary, as to length of lessons, manner of studying, etc. Give such explanations but once, and proceed with other work. Pay no attention to hands uplifted for questions. If any fail in recitation because they did not understand the lesson, explain to them that the fault was their own, and have the lesson learned. A very few examples of this kind will prove sufficient, and attention will most probably be given when the next lesson is assigned. Occasionally a question is necessary. Have a set time for answering such, and refuse all appeals at other times.

McCook, Neb.

E. A. CONDIT.

TALKING BACK.

To the Editors of THE SCHOOL JOURNAL:

How shall I prohibit pupils from saucing the teacher when the parents encourage them to do so?

Rockdale, Texas.

RANSOM B. BARNES.

Allow no insolence from a pupil toward a teacher, no "saucing." Prohibit it if it becomes necessary, and put the penalty a good, sound, old-fashioned thrashing. Do this if for no other reason than to save other pupils in your school.

G. T. HOWERTON.

(This is good advice except the "thrashing." We let that pass.—Ed.)

QUESTION IN GRAMMAR.

To the Editors of THE SCHOOL JOURNAL:

Is the expression "between him and myself" correct? Can it be used instead of between him and me?

SUBSCRIBER.

There is no objection to the expression between him and myself but a want of euphony. A great many errors are made in the attempt to substitute "myself" for simple "I" and "me."

La Grange, Tenn.

G. T. HOWERTON.

COMPULSORY SCHOOL LAW.

To the Editors of THE SCHOOL JOURNAL:

Give in your columns your opinion on the passage of a compulsory school law by the federal government, requiring children to attend school.

Halfax, Mo.

W. SATTERWHITE.

A compulsory school law is a necessity. If parents valued education as they ought there would be no need of force to require them to send their children to school; but unfortunately many fathers and mothers value the time of their children spent in doing work far more than that spent in training the mind, and the number is increasing whose circumstances are such as to seem to require the aid of even quite young children in work that will bring in something that will assist in supporting the family; so that it seems sometimes cruel to require a child to stop working, when the little pittance it earns is quite an element in supplying the necessities of life. Notwithstanding these drawbacks, it is far more necessary that children should have trained minds than that they should assist even in keeping their parents, or even themselves, out of the poorhouse.

TEACHERS' WORK.

To the Editors of THE SCHOOL JOURNAL:

I understand that in some cities each teacher is expected to accomplish during the year a certain amount of work that has been mapped out for her. I should like to know to what extent this system prevails, and in what large cities it is used.

Port Huron, Mich.

MARY BLINN.

In almost all large cities each teacher is expected to do a certain amount of work during a certain time. The graded school system as it now exists is somewhat tyrannical in its requirements; it lays down certain work for a certain term, and usually the exact amount of work is designated. If you should examine the course of study in any one of our large cities you would find it very definite; it is supposed in our large cities that too much freedom is not consistent with the highest success. Many of our ungraded schools give far more liberty than is possible in a crowded graded school.

KINDERGARTEN WORK.

To the Editors of THE SCHOOL JOURNAL:

Please give a clearly defined statement of what you consider kindergarten work to consist of. Also, where I can purchase some good treatise on kindergarten plans and methods.

SUBSCRIBER.

Kindergarten work means especially Froebel's system, but in general it comprises all the methods of leading young pupils to use their hands, eyes, and other senses in getting information. It is education by doing. The essential method of Froebel's system is working in the line of the child's desires. Skill in carrying out his method consists in arranging work so that everything done teaches the pupil some important lesson. The child is not aware of learning, for it receives everything as "play;" but, in reality, it is the best kind of study, for it falls in the line of the child's own desires and wishes. It would be well for "Subscriber" to select some book, among those advertised by E. L. Kellogg & Co., and study its fundamental principles. No teacher, however advanced his work, can afford to miss the knowledge of the kindergarten system, for it is the foundation of all correct methods of teaching.

EXAMINATIONS.

To the Editors of THE SCHOOL JOURNAL:

I fear you are inclined to cry against examinations, without pointing out an intermediate practical method between all and no examinations. I fancy the evil cannot be entirely abolished, but that our schools may grow to a better method.

San Luis Obispo, Cal.

GEO. W. DAVIS.

We have frequently pointed out correct methods of conducting examinations and as frequently said that the time will never come when tests will not be demanded. But there are examinations and then again there are other examinations; there are those who make everything depend upon written or oral test, bringing all the forces of the term to one burning point and thus promoting nervousness and directly injuring and sometimes absolutely breaking down the health of pupils. Examinations are good—very good—indispensable, and then again examinations are bad—very bad, and ought to be prohibited by law. It all depends upon how much common sense, heart,

enlarged comprehension, and knowledge of what education is the teacher has who prescribes and conducts the examination. It all depends upon the teacher.

GLEANINGS FROM WISCONSIN.

To the Editors of THE SCHOOL JOURNAL:

The school board of Milwaukee has taken formal steps to furnish instruction in cooking in the public schools of the city. \$1,300 was appropriated for the purpose. According to a recent decision of the state supreme court any child is entitled to free tuition in the public schools of the place where he makes his home, even though it be temporary. This, however, does not apply to cases where a child removes to another place for the purpose of enjoying superior school advantages. The Jefferson board of education has adopted the system of free text-books for the public schools which took effect at the commencement of the spring term of school. The Oshkosh high school has recently been placed on the accredited list of Vassar College.

St. Francis.

E. A. BELDA.

EXAMINATIONS.

To the Editors of THE SCHOOL JOURNAL:

In an answer to "Questions 215," published in your issue of April 13, Mr. Will S. Monroe, who is generally very reasonable in his writing, pitches into "examinations" in a way that seems to me entirely unreasonable. I know that the latest educational "fad" is the abolition of examinations; but, while I am well aware that evils will grow out of any system of examinations that has so far been devised, I am as fully convinced that greater evils may and will grow out of any system of education in which there is no examination. It seems to me that all those who attack examinations set up men of straw for the sake of knocking them down. I see no reason why an examination may not be a test of mental development. Would Mr. Monroe have us believe that mind development is so inscrutable, so evanescent that it is past finding out and vanishes as soon as we attempt to test it? In that case, it seems to me, we had better turn our attention to something else than the culture and development of the mind.

It seems to me that those who "pitch into" this subject of examinations, deal too much in glittering generalities, and wholesale condemnation, without pretending to give us any substitute for them. I would be very glad if Mr. Monroe would tell us just how he tests mind development and determines promotions in his own schools. Does he not make recitations, to some extent, examinations, tests of the mental growth and development of his pupils? If he does not test these things in any way, how does he determine when his pupils shall be led on to higher ground and more complex processes?

Central City, Neb.

H. B. McCOLLUM.

PATRIOTISM IN VERMONT.

To the Editors of THE SCHOOL JOURNAL:

During the Centennial parade in Burlington April 30, the pupils of the high school raised a beautiful new flag 15 x 10, lately purchased by subscription of the students. It was a practical lesson in patriotism, and one that other schools may profitably follow.

Perkinsville.

B. H. ALLBEE.

A METHODIST UNIVERSITY IN MONTANA.

To the Editors of THE SCHOOL JOURNAL:

The board of directors of the Methodist College Association have selected a site for what will be known as the Wesleyan University. The land accepted contains two hundred acres about six miles from Helena. The ground for the structure will be broken within three weeks. The plans have been selected also. At first a wing forty by eighty feet will be erected. It will be four stories high, and the estimated cost is \$150,000. The university building, when completed, however, will cost in the neighborhood of \$400,000. At the May conference of the Methodist bishops the board will instruct the conference to secure a competent principal.

HENRY M. COOKE.

AN ELEMENTARY TEACHER IN TROUBLE.

To the Editors of THE SCHOOL JOURNAL:

I am teaching a small country school. Nearly half of my pupils are in the habit of being tardy. I asked for excuses and received none, and still tardiness occurred frequently. Then I told them that the doors would be locked at the hour school was called, and I was compelled to lock about half of the school out, and send them home. The result was that one of my largest pupils left school. I went to her and talked the matter over, and found she had not intended to be late, but only neglected to start so as to get to school in time. I made some little apologies for my rash act, and the matter was dropped. My directors sanctioned my action, and I will be elected again to teach next year. Would it be right for me to accept the position if the pupils that left would not come to me?

M. M. M.

(By all means accept the position. You have a right to require punctuality, and written excuses should be brought from parents or guardians when a pupil is tardy.—Eds.)

BOOK DEPARTMENT.

NEW BOOKS.

HOMER'S ODYSSEY. Books I-IV. Edited on the Basis of the Ameis-Hentze Edition. By B. Perrin. Boston: Published by Ginn & Co. 239 pp. \$1.50.

In the preparation of this commentary, the editor has freely adapted the German edition of the Odyssey to what he believes to be the requirements of American college classes. Much material has been furnished for the higher criticism of the poem, in which the first four books are of special significance. At the same time enough help is provided, of an elementary sort, to enable a good teacher to use this volume in introducing students to the study of Homer. Certain interpretations and views, which have long been specially characteristic of the Ameis-Hentze edition, the American editor has retained in the current notes. In the Appendix, the editor has collected the principal variations of our best manuscripts, the readings of the most prominent modern editors, as well as such data as should give students or teachers definite ideas of the literary and historical status of controverted views. The binding and make-up of the book are of the best kind, and uniform with other of the "College Series of Greek Authors."

ENGLISH AND AMERICAN LITERATURE FOR SCHOOLS AND COLLEGES. By Horace H. Morgan, LL.D. Leach, Shewell & Sanborn, Boston and New York. 264 pp.

There is a growing interest in the study of English literature, and a multiplication of books and manuals for study, thus increasing the probability of reaching its great circle of students. This volume, upon the subject, is a practical working text-book for schools as well as for the general reader. Of the twelve distinctive features given in regard to the method and practicality of this volume, a few have been selected and brought forward. Authors belonging to the "literature of knowledge" are mentioned in the introductory paragraphs of each chapter. English authors have been chronologically divided into six groups for the purpose of giving students a clearer idea of contemporaneous writers, and at the same time, to effectively present the movement during each epoch. These are a few of the excellent facts presented in this volume,—there are many others, equally good. The six eras mentioned, are from Chaucer to Spenser—to Milton—to Dryden—to Johnson—to Cowper, and from Cowper to the present time, which includes literature that all read without thought of chronology. The bibliography aims to present the most helpful references for teachers and students, and as an aid to further study a student's reference library has been arranged, including the principal books in literature.

PRIMER OF SCIENTIFIC KNOWLEDGE. Man—Animals—Stones—and the Three States of Bodies. By Paul Bert. Translated and Adapted for American Schools. Philadelphia: J. B. Lippincott Co. 186 pp. 36 cents.

The larger work of the lamented Bert is entitled "First Steps in Scientific Knowledge," and this one is carried out in the same spirit, and follows the same plan. It is so arranged that the larger work becomes a review and extension of the subject. The method used in this volume, consists in presenting to the young student, during two or three years, the same subjects in the same order following the same general arrangement, but with an increasing number of facts and a progressive elevation of ideas. This is an excellent plan and one now universally adopted. In its plan, the book furnishes reading-lessons, summaries, questions, and subjects for compositions. The illustrations are for the most part entirely new, and those upon natural history are taken from life by some of the best artists.

AN ELEMENTARY TEXT-BOOK OF CHEMISTRY. By William G. Miller. New York: John Wiley & Sons, 15 Astor Place. 439 pp.

This work is designed for schools and colleges, and its aim is to present the elements of chemistry logically, as far as possible, so that the student may grasp the fundamental principles of the science, and at the same time learn something of the chemistry of common things. In arrangement, the book is divided into Physics of Chemistry, and Chemistry. The acidic and basic groups are treated alternately in order to discuss bases and salts early in the course, and to give constant variety to the experiments performed. Compounds of the rare elements are described, to make evident the reasons for classification, and to serve as a basis for the summaries of the groups. The illustrations are exceedingly clear, as well as the type; the paper is excellent, and altogether the volume is one of the best that can be used as an elementary text-book of chemistry.

PROFIT SHARING BETWEEN EMPLOYER AND EMPLOYEE. A Study in the Evolution of the Wages System. By Nicholas Paine Gilman. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 460 pp. \$1.75.

This work, which is valuable from a scientific and practical point of view, is the first comprehensive book on this important subject, in the English language. It gives an impartial history of the trials of Profit Sharing at home and abroad, with a thorough analysis of the results it has had, and a clear and candid argument for its extension. In preparing the work, the author has kept close to actual experience, avoiding theories, abstractions, and rash generalizations. He has presented the facts so fully and clearly that the book will stand by itself as the principal authority on industrial partnerships. Following an Introduction, are ten chapters, which treat of Profit Sharing,—The Wages System in its Various Forms,—The Father of Profit Sharing and his House,—The Profit Sharing System on the Continent,—Profit Sharing in Transportation, Distribution, and Agriculture,—Industrial Partnerships and Profit Sharing in England,—American Experience in Profit Sharing,—Past Profit Sharing,—Summary and Analysis of Experience in Profit Sharing,—The Argument for Profit Sharing,—concluding with a Bibliography and Index. A glance at the ground covered by the author shows at once there is little left to be desired in more extended work upon the subject.

ALGEBRAIC ANALYSIS. Solutions and Exercises. Illustrating the Fundamental Theorems and the Most Important Processes of Pure Algebra. By G. A. Wentworth, A. M., J. A. McLellan, LL.D., and J. C. Glashan. Part I. Boston: Published by Ginn & Co. 418 pp. \$1.50.

Some of the special features of this volume are, that it gives a large number of solutions in illustration of the best methods of algebraic resolution and reduction;—it gives, classified under proper heads, a great number of exercises many of which are generally ignored in elementary algebras;—it presents these solutions and exercises in such a way that the student sees how algebraic transformations are effected, and also perceives how to form for himself as many additional examples as he may desire. It is the aim of this volume to supply students of mathematics with a well-filled storehouse of solved and unsolved exercises in the application of the fundamental theorems and processes of pure algebra, and to present the highest and most important results of modern algebraic analysis. This, the first volume, ends with an extensive collection of exercises in Determinants, which present under new forms the greater number of the theorems proposed and many of the general results obtained. The exercises for practice have been selected for their intrinsic value, and have been gathered from the best works. The book is large, bound in the best text-book style, having excellent paper and type.

THE KINDERGARTEN GUIDE. An Illustrated Hand-book, Designed for the Self-Instruction of Kindergartners, Mothers, and Nurses. By Maria Kraus-Boelte and John Kraus. Number Six—The First and Second Occupations. Number Seven—The Third and Fourth Occupations. New York: E. Steiger & Co. London: A. N. Myers, & Co.

In Number Six of the "Kindergarten Guide," the Occupations are clearly described. The material for use is fully explained. Beginning with Perforating, a series of questions and answers is found which will be of the greatest value to kindergartners, while the illustrations in connection with the subject are most excellent. This "Perforating," is a representation of beautiful and graceful designs, producing activity in the child's mind, cultivating the invention, and training the eye to see sharply and accurately. The Second Occupation exhibits "Sewing Out," and is a still greater means of cultivating accuracy in eye and hand, introducing the child to the domain of art, and inciting the inventive power to greater activity. Number Seven gives the Third and Fourth Occupations beginning with drawing. The Fourth Occupation is a very decided step in advance, introducing coloring and painting, which are exceedingly attractive, and bright in color and pretty in design.

MARK HOPKINS, TEACHER. By Leverett Wilson Spring, D. D.

MANUAL TRAINING IN ELEMENTARY SCHOOLS FOR BOYS. By A. Sluys. Part II. New York: Industrial Education Association. 20 cents each.

These "Monographs" of the Industrial Education Association, edited by Dr. Butler, contain papers of great value. Mr. Sluys, who is director of the normal school, Brussels, Belgium, shows the necessity and aim of manual training in the primary school,—gives the choice of manual

occupations,—answers the question, "Who shall teach manual training in the primary schools?"—gives the pupils, place, time, and material, and describes manual training in the public schools of Stockholm, with records of the progress made in primary schools for boys. Tables of tools and models are also given. Dr. Spring's paper on Mark Hopkins is specially good and gives a clear insight into the character and ability of the celebrated teacher.

LITERARY NOTES.

JOHN E. POTTER & Co., Philadelphia, have published a new elementary geography designed for intermediate classes, by Miss Eliza H. Morton, late of the normal department of Battle Creek College, Mich.

D. LOTHROP COMPANY have issued Mrs. Martha Livingston Moody's story of "Alan Thorne," the antidote to "Robert Elsmere."

D. C. HEATH & Co. will publish at once "The Laws of Health in Relation to School Life," by Arthur Newsholme, M.D., diplomate in public health, University of London.

CUPPLES & HURD, Boston, have just published a biography of Theodore Parker, by an eminent Englishwoman.

TICKNOR & Co. number among their latest publications, "Safe Building," by Louis de Coppet Berg; "Ancient and Modern Light-Houses," by Major D. P. Heap, U. S. Engineers; "Modern Perspective," by William R. Ware.

FUNK & WAGNALLS have brought out a charming story, "Sought and Found," translated from the German of Golo Raimund, by Adelaide S. Buckley.

MACMILLAN & Co. have among their recently published works "The Lives of the Fathers," by Frederick W. Farrar, D.D., F.R.S.

FREDERICK A. STOKES & BROTHER'S, "The Last American," edited by J. A. Mitchell, is a book full of drollery that will be appreciated by Americans.

CATLOGUES AND PAMPHLETS RECEIVED.

Program of the Sauveur Summer College of Languages, at the University of Vermont, Burlington. Fourteenth session, July 8, to August 19, 1889. L. Sauveur, Ph.D., LL.D., Roxbury, Boston, Mass., president.

Call for a National Conference on the Christian Principles of Civil Government, at Pittsburg, April 23-25, 1889. National Reform Association, 1520 Chestnut street, Philadelphia, T. P. Stevenson, corresponding secretary.

Laws of Indiana for furnishing text-books to the common schools, enacted March 2, 1889.

Official bulletin of the National Educational Association, of the United States, annual meeting at Nashville, Tenn., July 16 to 20, 1889, James H. Canfield, Lawrence, Kan., secretary. This bulletin contains lists of the officers of the association, and of the various departments, the program of exercises, information concerning railroads and points of interest in the vicinity of Nashville, etc.

MAGAZINES.

St. Nicholas holds its reputation as the leading juvenile magazine. Among the features of the May number are: "A Dancing Leeson One Hundred Years Ago," "In the Bloom of May," and "Mother Hubbard," pictures by well-known artists; "Dogs of Noted Americans," by Gertrude Van R. Wickham; "A Queer Pet," by E. H. Barbour; also stories, poems, etc. Two of the principal features of the May Century are: a paper by Dr. H. W. Whitaker on "Samson," and one by Charles de Kay on the "Monasteries of Ireland." In fiction the number contains another instalment of Mrs. Mary Halleck Foote's story, "The Last Assembly Ball," "Tom's Strategy," by Mr. Edwards, the author of "Two Runaways," and "Roby's Christian Charity," by James T. McKay.

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Shepard's Inorganic Chemistry.

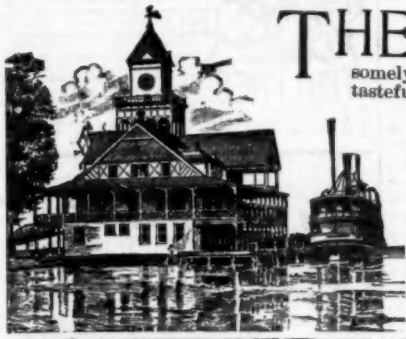
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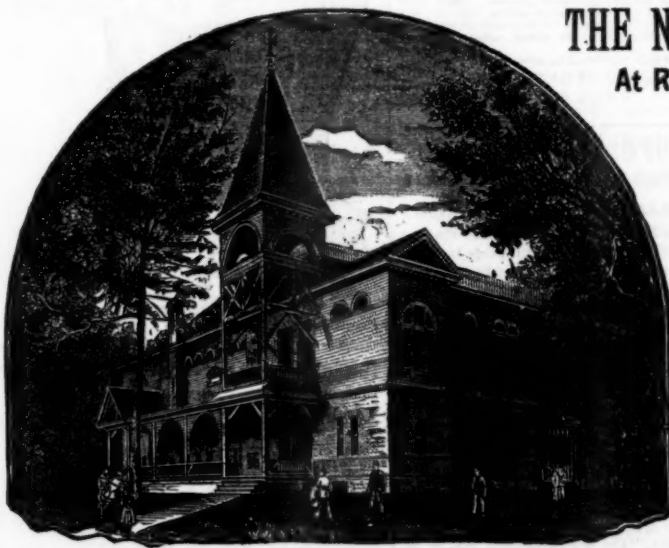
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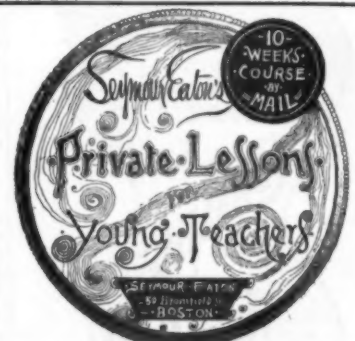
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The many friends of Messrs. W. H. Walmsley & Co., will be pleased to notice that their partners, Messrs. Morris Earle, and Isaac Collins, will continue business as heretofore at the long-established stand 1016 Chestnut street, Philadelphia, under the style and firm name of Morris Earle & Co. Especial attention is invited to the large stock of R. & J. Beck's celebrated microscopic instruments and "autograph" lenses and cameras, and a well assorted line of spectacles and eye glasses, opera and field glasses, telescopes, thermometers, barometers, and lantern slides, as well as a full stock of photographic materials and photo-micrographic cameras. Having employed skilled workmen and capable, experienced clerks, they are prepared to execute all orders with promptness and dispatch.

Teachers seeking a position west of the Rocky mountains should send stamp for circulars and application blanks to the Northwestern Teachers' Agency, of Portland, Oregon, incorporated by Messrs. W. A. Wetzel, county superintendent of public instruction, R. F. Robinson, and G. A. Adams, the latter gentlemen being widely known and experienced teachers. This agency procures skilled teachers for families and schools, without charge, and supplies competent teachers with suitable positions. Circulars of good schools are free to parents.

Messrs. W. A. Choate & Co., proprietors of the Albany Teachers' Agency, announce to the patrons of the agency, and to school officers and teachers generally, that they have entered into an arrangement with Mr. J. E. Massee, recently principal of the high school at Saratoga Springs, and formerly principal of the union school at Sandy Creek, N. Y., whereby he will become the secretary of the agency, and assume the general supervision of this branch of the business. Mr. Massee comes to the position with the prestige of unusual success in school work, and his special fitness for this line of work assures prompt and satisfactory service to school officers and teachers alike.

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Among the prominent centennial decorations, were noticed those on a high building at 31 Vesey street, N. Y. City. "What building is that?" inquired an admiring countryman. "Why! Don't you know? That is the Great American Tea Co.," was the reply. This company has welcome news for the ladies and all lovers of fine teas. It offers a chance of a life-time in premiums and discounts to introduce and get orders for new teas just received. Picked from the select tea gardens of China and Japan, the highest grade, all absolutely pure. Handsome new premiums of imported china, lamps, etc., are given away with orders of \$10.00 and upwards, or discounts made if preferred.

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The following appointments of the Chicago, Rock Island and Pacific R.R. Co., taking effect Wednesday, May 1, has made Geo. H. Smith, assistant general ticket agent, headquarters, Chicago; Geo. L. Rhodes, assistant general passenger agent, headquarters, Chicago; Sam. F. Boyd, assistant general ticket and passenger agent, headquarters, Topeka, Kansas.

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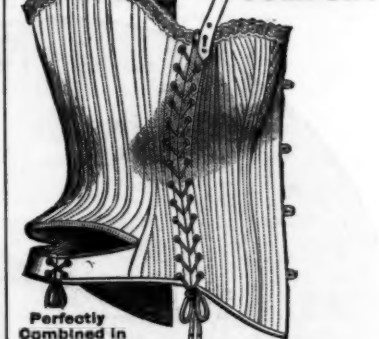
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They were viewing the leaning tower of Pisa. "What do you think of it, Elisha?" asked Mrs. Forkchop. "Don't it strike you as being a little crooked?" "It's the worst out of plumb thing I ever seen," replied Mr. P. "The contractor couldn't build a chicken-coop for me."

Gentleman (to little boy): "I say, sonny, where is the blind man you were leading about yesterday?"

Boy: "he went to the art gallery to look at the pictures."

A violinist was playing over a piece of music with his man-servant, who had been the public fiddler in his native village; and when they had finished he said to him, "You handle you bow very fairly, but you are always a beat behind; how's that?"

"Monsieur, it is out of respect."

"Ah, my little man, good morning," pleasantly remarked an old gentleman, as he stopped and patted a little boy on the head. "Have you any brothers and sisters?" "Yes, sir; got four, but I'm the only one that 'mounts to anything," replied the urchin.

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When the troops of Cornwallis were marching out of the town, Washington said to his men, "My brave fellows, let no sensation of satisfaction for the triumph you have gained, induce you to insult a fallen enemy; let no shouting, no clamorous huzzas, increase their mortification. It is a sufficient satisfaction to us that we witness their humiliation. Posterity will huzza for us."

One day some school children were having an object lesson on birds. The teacher called attention to the small tail of the blue heron, saying, "The blue heron has no tail to speak of." The next day she asked the class to write a description of the bird, and one little girl thus concluded her essay: "The blue heron has a tail, but it must not be talked about."

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